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ABSTRACT

The study committee that compiled this report extensively reviewed articles analyzing research on personnel evaluation in Massachusetts' public schools. The report provides a definition and list of principles of evaluation, committee recommendations, a discussion of evaluation procedures in Massachusetts, examples of illustrative practices, suggestions for the training of evaluators, information on the legal asepcts of evaluation, and synopses of model evaluation plans in selected cities. The findings indicate that all school districts in the state have some kind of formal teacher evaluation, that there is strong opposition to any state mandate for personnel evaluation, that formal evaluation procedures for personnel other than teachers or for tenured teachers are rare, that better training is needed for evaluators, and that reductions in force have created an atmosphere of suspicion surrounding evaluation policies. A 479 page supplement to the report provides comprehensive information on the model evaluation plans summarized in the body of the report. (Author/WD)

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EVALUATION OF EDUCATIONAL PERSONNEL

A Report of the Massachusetts Board of Education Study Committee

June 1980

EA 013 345

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SECTION I

INTRODUCTION TO THE STUDY COMMITTEE REPORT

State Board Charge to the Study Committee

The State Board of Education appointed the Study Committee on Educational Personnel in November 1979. Its purpose was to advise the State Board, local school officials and the general public on ways to improve the evaluation and performance of educational personnel in Massachusetts.

To do this, the State Board assigned the Study Committee five tasks:

- To review current practices and identify, on the basis of these practices and relevant research, principles which underlie sound evaluation procedures for educational personnel.
- To provide a forum for the identification of evaluation practices in Massachusetts and elsewhere which are considered effective and equitable by those affected by the practices.
- To elicit from educational and other interested organizations and individuals ideas for the improvement of the evaluation of educational personnel in Massachusetts.
- To identify and recommend information to be disseminated on evaluation practices in Massachusetts and nationally which demonstrate the principles of sound evaluation and performance improvement deemed most important by the Study Committee.
- To submit to the State Board of Education a report of findings, conclusions and recommendations by no later than June 1980.

Representative Membership

The Study Committee's membership was broadly representative of the education community and the general public. Members were proposed by their respective associations and included four teachers, four administrators and seven public members (representing school committees, parents, students and state legislators). The State Commissioner of Education and the Executive Deputy Commissioner co-chaired the Study Committee.

Open Procedures

All meetings of the Study Committee were public and provided for an opportunity at the beginning of each meeting for any interested person to address the Committee. Two public forums were held in March in the western and eastern parts of the Commonwealth to elicit ideas and reactions to draft positions of the Committee. A public hearing was held on May 21, 1980 on the Committee's draft recommendations. Copies of all Study Committee documents were mailed to school committees, superintendents, education associations and other interested persons. Meetings and findings were reported in the Department of Education's monthy newspaper.

General Findings of the Study Committee

The sections which follow in this report detail the Study Committee's findings and recommendations. During the course of its deliberations, certain general findings became clear to the Committee. These may be summarized as follows:

- All Massachusetts school districts have some kind of formal evaluation systems for teachers. Some of these systems are comprehensive, most are not.

- There is strong opposition to any state mandate for evaluation of educational personnel. Only one organization (the Massachusetts League of Women Voters) testified in favor of legislation in this area; all others expressed strong opposition to any such state prescription or requirement.

- If the public wants good evaluation of educational personnel, it must recognize that this takes staff time. School districts which have made such a commitment feel it is worthwhile. Where such a commitment is not present, evaluation policies are often viewed with mistrust and resentment by those affected.

- Formal evaluation procedures for administrators, supervisors and professional personnel other than teachers are the exception rather than the rule. This also appears to be true for all personnel once they are granted tenure.

- There is broad agreement that more and better training in evaluation skills is needed for those charged with the responsibility for evaluating educational personnel.

- Differences exist throughout the Commonwealth as to whether evaluation policies are or should be subject to collective bargaining. There is general consensus, however, that any such policies should be clearly communicated and understood by all concerned, and that it is a sound evaluation practice for the person being evaluated to have an opportunity to discuss the criteria to be used by the person who evaluates.

- The impact of "reductions in force" due to declining enrollments and budget constraints has created an atmosphere of tension and suspicion over evaluation policies. Employee organizations generally favor reductions in force by seniority; employer organizations generally favor including some judgment based on performance. This very real concern permeated our hearings and the deliberations of the Study Committee itself, since the Committee was representative. It was the Committee's conclusion that provisions for "reductions in force" can only be resolved through collective bargaining decisions in each school district and should not be a matter for the Study Committee. Separate from this conclusion, however, was the unanimous position of the Study Committee that evaluation of educational personnal was so important to the quality of educational performance and to public confidence in the Commonwealth's schools that each school district should have a comprehensive policy for the evaluation of all educational personnel on a regular and continuing basis

- Several persons testified before the committee on the difference between supervision and evaluation. Seldom is there sufficient supervisory staff in most Massachusetts schools to separate responsibility for supervision and evaluation. To do so procedurally is a matter for local decision. Our recommendations, therefore, do not differentiate between supervision and evaluation.

Data Gathering Procedures Followed

The Study Committee extensively reviewed articles analyzing research on the evaluation of educational personnel. Staff for the Study Committee contacted regional and national authorities on the subject and collected recommended model policies from other states. The evaluation policies of all Massachusetts' school districts were obtained, carefully analyzed and reported upon to the Committee. The Committee itself reviewed the best evaluation policies from Massachusetts and other states, as identified by Committee staff.

In addition to the public forums and public hearing, extensive correspondence was received by the Committee from educators across the state. The Committee also was assisted by Professor Terrence Deal of the Harvard Graduate School of Education, and by Dr. James Case and Sandra Moody, Esq. of the Department of Education.

Conclusion

It was the State Board of Education's intent in forming the Study Committee to provide information, guidance and assistance to local officials in order to improve the evaluation of educational personnel. The responsibility for this improvement, as we state in our first recommendation, should rest with local officials. It is our hope those officials and the public in general will find this report valuable to those efforts.

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SECTION II

DEFINITION AND PRINCIPLES OF EVALUATION

Early in its deliberations, the Study Committee developed a consensual definition of "evaluation" to use in discussions and review of materials. It is that definition which is used in the Study Committee's statement of findings and recommendations. The set of principles resulted from the Committee's wish to provide local school districts with standards or criteria to use as they reviewed or formulated local evaluation systems.

Definition of Evaluation

> Personnel evaluation is the process of defining goals and of identifying, gathering and using information as part of a process to improve professional performance and to judge total job effectiveness.

PRINCIPLES OF EVALUATION

Overview

- The purposes of evaluation should be stated clearly, in writing, for all parties involved.
- All parties involved in the evaluation process should discuss the evaluation criteria in order to promote mutual commitment to them.
- Evaluation criteria should be based on the employee's job responsibilities, jointly developed goals, local goals, program objectives, and instructional priorities as they relate to student learing.
- Evaluation assumes that standards of effectiveness can be determined and that performance can be measured in terms of those standards.

Data Gathering

- Evaluation evidence must be either observed or otherwise documented.
- Data for evaluation should be collected over a sufficient period of time and should be maintained in the official personnel file.
- The evaluation process must be flexible enough to provide for differences in the context of a staff member's assignment (characteristics of students, class size, characteristics of environment).
- The evaluation process should allow the evaluatee to gather data in support of goal attainment and to provide individual self appraisal data on an optional basis.

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Feedback Process

- All evaluations should be communicated in writing to the persons being evaluated.
- The evaluation process should provide recognition for positive performance as well as for inadequacies in performance.
- The evaluation process should encourage creativity.

Implementation

- Adequate provision for the protection of the rights of the evaluatee and evaluator shall underlie the evaluation process.
- Evaluative data may be aggregated and used as a basis for assessing total job effectiveness
- The evaluation process should provide specific recommendations and concrete resources for improving professional performance and enhancing student learning.
- Training in evaluation skills should be provided regularly to those charged with the responsibility for evaluation.

SECTION III

RECOMMENDATIONS OF THE STUDY COMMITTEE

To improve the education of students in the public schools of the Commonwealth, the Study Committee on Evaluation of Educational Personnel submits to the State Board of Education, and through the State Board to local school officials, the following recommendations for the improvement of personnel evaluation in Massachusetts public schools. These recommendations, it should be stressed, apply to all educational personnel (administrators, supervisors, teachers and other professional staff). The recommendations are offered in the context of the Definition and Principles of Evaluation adopted unanimously by the Study Committee and contained in Section II of this report. Implementation of the recommendations by a school district, of course, are subject to the provisions of collective bargaining agreements of that school district.

- The evaluation of educational personnel is the responsibility of each local school district. Evaluation policies should be locally designed and locally controlled.

- Higher priority should be given by Massachusetts public school districts to improved evaluation of eductional personnel. Higher priority also should be given in staff time and other available resources to improve the evaluation of educational personnel.

- Each school district should have a comprehensive evaluation policy which includes the philosophical intent, content and process of evaluation for educational personnel.

- The comprehensive evaluation policy of each school district should include regular evaluation of administrators, supervisors, teachers and other professional personnel.

- Tenured as well as non-tenured educational personnel should be evaluated regularly. If present practices of the school district do not include evaluation of tenured educational personnel, a careful transition should be planned, by joint consultation of the parties affected, in accordance with collective bargaining provisions which may exist in each school district. Evaluation practices for tenured personnel, may be differentiated from those for non-tenured personnel, depending upon local decision.

- Follow-up support should be provided for the improvement of performance noted in evaluation reports. This follow-up support should include a variety of resources such as in-service education, observation opportunities, peer assistance, increased supervision, help from personnel not involved in the evaluation process, and other techniques which may be designed by each school district.

- Those responsible for evaluation of educational personnel in each school district should be trained in evaluation and provided with periodic opportunities for additional evaluation training.

- Schools of education, other institutions of higher education (business and management colleges), professional associations and the state Department of Education should be encouraged by the State Board of Education to provide improved training opportunities for those responsible for the evaluation of educational personnel in Massachusetts school districts.

- Provisions for "reductions in force" are subject to applicable collective bargaining agreements which may exist in a school district. Regardless of the particular provisions for "reductions in force", there is a need for each school district to have a comprehensive evaluation policy.

- Since sound evaluation is for the purpose of improving performance as well as judging performance, individual evaluation reports should identify areas in need of improvement as applicable, and should provide specific suggestions as to how this improvement can take place.

- Evaluation reports should be cummulative. Areas in need of improvement noted in previous reports should be included in subsequent reports until the improvement expected has taken place.

- The comprehensive evaluation policy should include clear procedures for the person being evaluated to interact regularly with the person (s) doing the evaluation in accordance with the principles in Section II of this report.

- The comprehensive evaluation policy should provide an opportunity for the evaluation of educational personnel to be individualized to the extent that the person being evaluated has an opportunity to include individual goals, if he or she so desires, provided that such individual goals are not in conflict with school or district goals and obligations under applicable laws and regulations.

- Criteria for evaluation of educational personnel should take into consideration the growth and development of the age groups being served by the personnel to be evaluated.

- An option should be available for the person being evaluated to benefit from peer and student assessments of that person's performance.

- An option should be available for the person being evaluated to submit a self-evaluation or other information to be considered by the person conducting the evaluation.

SECTION IV

"STATE OF THE ART" OF EVALUATION IN MASSACHUSETTS

I. Background

In January, 1980, the Commissioner of Education requested that each school district submit all of the evaluation materials used in its system for review by the Study Committee on Evaluation of Educational Personnel. By May, 94% of all superintendents had responded. In addition, the Committee received a sampling of teacher contracts in order to provide supplemental information related to evaluations.

The purpose of reviewing these evaluation procedures was two-fold: first, to describe the "state of the art" in evaluation throughout the Commonwealth and second, to identify "model" districts and procedures for closer analysis and attention.

Review of the evaluation materials centered on three areas:

1. General characteristics of evaluation systems
2. Characteristics of evaluation materials for teachers
3. Characteristics of evaluation materials for principals and supervisors

Questions were developed under each area, reflecting the principles of evaluation as adopted by the Committee and providing descriptive information about the various evaluation systems presently in use.

This report summarizes the evaluation materials as they relate to the principles of evaluation adopted by the Committee and then presents the results of the total findings in each area. Some general observations relating to the total analysis are also included. It should be noted that the information in this report is based on the written evaluation materials which each school district provided to comply with the Committee's request. Districts may have other informal procedures which were not included in the written materials and were not, therefore, available for inclusion in this report.

II. Summary of Findings Related to Principles of Evaluation

The attached chart displays the principles which have been adopted by the Study Committee along with our related findings.

Definition of Evaluation:

> Personnel evaluation is the process of defining goals and of identifying, gathering and using information as part of a process to improve professional performance and to judge total job effectiveness.

PRINCIPLES OF EVALUATION	RELATED FINDINGS
Overview	
• The purposes of evaluation should be stated clearly, in writing, for all parties involved.	The purpose of evaluation is usually stated. However, the stated purpose(s) and the actual use(s) of the evaluation data are sometimes in conflict.
• All parties involved in the evaluation process should discuss the evaluation criteria in order to promote mutual commitment to them.	A philosophical framework for evaluation is not generally an integral part of the evaluation materials. When it is included, it may vary from one line to several pages, from very general to very specific.
• Evaluation criteria should be based on the employee's job responsibilities, jointly developed goals, program objectives, and instructional priorities as they relate to student learning.	Joint goal-setting is not usually part of teacher evaluations. It is somewhat more likely to be part of administrator evaluation.
• Evaluation assumes that standards of effectiveness can be determined and that performance can be measured in terms of those standards.	Evaluation criteria, for both teachers and administrators, are fairly consistent from one school system to another. However, systems differ greatly on the *order* of criteria listed on an evaluation form, which might imply a rank ordering which is either intentional or unintentional. For example, most evaluation instruments include professional preparation and presentation among the first item Other districts list categories such as personal appearance, condition of classroom, and control of students as the first items.
	Criteria for elementary teacher evaluations are most likely to focus on child development, rapport with students, and paperwork; secondary evaluations appear to emphasize subject matter competencies.
	The processes of evaluation for non-tenured teachers appear to be more thorough and more carefully documented than the processes for tenured teachers. In a number of systems, it is unclear whether the process and evaluation instruments are used with both non-tenured and tenured teachers, or with only one group or the other. In general, most systems appear to have more complex and more carefully designed systems of evaluation for teachers than for administrators.

	The total process involved in evaluation is seldom completely stated in writing for the benefit of all participants. Most school systems provide a standard form as the final evaluation instrument. However, school districts which rely on mutual goal-setting are more likely to leave the design of the form to the discretion of the participants.
Data Gathering	
• Evaluation evidence must be either observed or otherwise documented.	Classroom observations are usually documented for teachers. Other sources for data are seldom specified, although they are implied in the evaluation criteria. Sources for gathering data are seldom mentioned in relation to administrator evaluations.
• Data for evaluation should be collected over a sufficient period of time and should be maintained in the official personnel file.	
• The evaluation process must be flexible enough to provide for differences in the context of staff member's assignment (characteristics of students, class size, characteristics of environment).	Conferences are seldom documented with data, signatures, and statement of content covered. There is little evidence that the evaluation process is cumulative, i.e., that the recommendations of one evaluation are used as the basis for the next.
• The evaluation process should allow the evaluatee to gather data in support of goal attainment and to provide individual self appraisal data on an optional basis.	Data for evaluation are more likely to be collected over a period of time when there are both a pre-conference and a post-conference. Few evaluation forms require the stating of information pertaining to number of students in classroom, time of day, day of week, or other circumstances which might influence teaching-learning environment.
Feedback Process	
• All evaluations should be communicated in writing to the persons being evaluated.	Final evaluation forms are usually signed by both the evaluator and the person being evaluated.
• The evaluation process should provide recognition for positive performance as well as for inadequacies in performance.	Evaluation format is usually a combination of narrative and rating scale. Positive performance is a category listed on approximately one-half of the evaluation forms. Weaknesses are usually noted at the same time.
• The evaluation process should encourage creativity.	

Implementation

• Adequate provision for the protection of the rights of the evaluatee and evaluator shall underlie the evaluation process. Evaluative data may be aggregated and used as a basis for assessing total job effectiveness.	In most school districts, the entire process of evaluation, including time lines and responsibilities of participants, is not clearly stated in writing. Evaluative data may be aggregated and used as a basis for assessing total job effectiveness. Specific resources for improvement are seldom listed on the evaluation form, and there is usually no timeline for implementation of recommendations.
• The evaluation process should provide specific recommendations and concrete resources for improving professional performance and enhancing student learning.	Approximately one-half the evaluation forms provide space for the person being evaluated to make comments.
• Training in evaluation skills should be provided regularly to those charged with the responsibility for evaluation.	Training for persons participating in the evaluation process is mentioned in only a very small percentage of school districts. No specific, ongoing training programs were described as part of a district's evaluation system.

III. General Information About Evaluation Practices

A. Training of Evaluators

Question: Does the school system provide training for any evaluators?

Results from Data Submitted	**No. of Districts**	
	253	No, none indicated
	18	Yes

Analysis: Training for evaluators is rarely mentioned in the materials submitted.

B. Philosophy/Rationale

Question: Does material submitted include a section describing the rationale or philosophy towards evaluation?

Results from Data Submitted	**No. of Districts**	
	174	No,not indicated
	97	Yes

Analysis: More than one-half of the districts include some rationale or philosophy underlying the evaluation process.

C. Activity Surrounding Evaluation in School Districts

Question: How long has this evaluation system been in use?

Results from Data Submitted:

No. of Districts	
177	Could not determine
63	1-5 years in use
17	just adopted (first year 1979-80)
14	5-10 years in use
4	in use more than 10 years

Analysis: Although this information was not provided by more than half of the districts, approximately 80 districts, or 30% have adopted their present evaluation system during the past five years.

Question 2: Is this system currently under review?

Results from Data Submitted

No. of Districts	
232	No, not indicated
39	Yes

Analysis: About 17% of the respondents indicated that their evaluation systems are currently under review. Some of these 17% are districts that have adopted new evaluation systems during the past five years and are continuing to review them. However, many are not part of that group, indicating considerable interest and activity in relation to evaluation throughout the state.

D. Kinds of Personnel Evaluated

Question 1: Which personnel did the system submit evaluation materials for?

Results from Data Submitted

No. of Districts	
260	Teachers
63	Other professional personnel (not including principal or superintendent)
55	Principals

Analysis: Teachers are evaluated in all school systems. In some districts, non-tenured and tenured teachers are evaluated somewhat differently. In most cases, the major difference is that non-tenured teachers are usually evaluated several times in each year, while tenured teachers are usually evaluated only once a year or less.

While almost all school districts submitted materials describing teacher evaluation, only 55 districts submitted materials describing evaluation of principals, and 63 districts submitted materials for evaluation of other professional personnel such as counselors and department heads.

Question 2: What are the differences (if any) between the evaluation processes employed for tenured and non-tenured teachers?

Results from Data Submitted

No. of Districts	
6	only non-tenured forms submitted
2	only tenured forms submitted
141	both non-tenured and tenured forms submitted
103	can't determine which group or groups are evaluated
6	other
74	process is the same for tenured and non-tenured teachers
55	process is different for tenured and non-tenured teachers
34	different forms
118	different frequency
21	different evaluators
34	different criteria
124	can't determine whether process is different or the same

Analysis: Only about half of the submitted forms provide explicit differences between evaluations of tenured and non-tenured teachers. Most schools require a higher number of observations on non-tenured teachers than on tenured teachers, but 45% of the forms presently used give little or no indiction whether there are different processes employed or not. Schools use varying forms for each category.

E. Systems which did not submit Evaluation Materials

Belchertown
Clarksburg
Lanesborough
New Salem - Wendell
Bristol Plymouth

IV. Review of Teacher Evaluation Materials

The information about teacher evaluations comes from two sources: evaluation materials submitted by each school district and a random sample of teacher contracts. The review of school district materials will be presented first. In all cases the review represents the process used for tenured teachers.

A. Data Obtained from School Districts

1. Participants in Teacher Evaluation

Question: Who evaluates teachers?

Results from Data Submitted	No. of Districts	
	159	Principals
	135	Other administrators
	52	Self
	12	Other teachers
	4	Students

Analysis: Principals or other administrators usually have responsibility for evaluating teachers. About 20% of school districts also include some form of self-evaluation.

2. Purpose/Use of Evaluation

Question: What is the use of the evaluation?

Results from Data Submitted	No. of Districts	
	162	Same evaluation is used for both improved performance and continued employement
	42	Use is not specified in materials
	30	Improved performance only
	19	Continued employment only (to recommend tenure, reappointment, promotion)

Analysis: Evaluations are usually used both for improving performance and making decisions about continuing employment, and the same process, personnel and forms are usually used for both purposes. In only a small number of districts was there a single purpose for evaluation.

3. Joint Goal Development

Question: Are the goals of the evaluation developed jointly with the evaluator and person being evaluated?

Results fromNo. of Data Submitted	Districts	
	189	No
	82	Yes

Analysis: In one-third of the school districts there is some form of joint goal development occurring between evaluator and teacher.

4. Cumulative Process

Question: Is the evaluation a cumulative process, building each new evaluation on recommendations from preceding ones

Results from Data Submitted

No. of Districts	
166	No
88	Yes

Analysis: In one-third of the districts there was evidence that evaluations were continuous, where the results of one were followed up in the next evaluation. There was little evidence that the strengths and weaknesses identified in one evaluation were used as the foundation for the next evaluation in order to provide a measure of the teacher's growth.

5. Data Gathering—Methods

Question 1: What methods are used to gather information to be used in the evaluation process?

Results from Data Submitted

No. of Districts	
223	Observation in the classroom
196	Conference
114	Observation out of the classroom
26	Other

Analysis: Evaluations are primarily based on classroom observations and conferences. Categories of information were often listed which could not be obtained through classroom observation, such as professional development and staff relationships; but sources of obtaining this information were seldom specified.

Question 2: If conferences occur, how many times do they occur in relation to one evaluation?

Results from Data Submitted

No. of Districts	
95	Both before and after evaluation
85	Once after evaluation
64	Could not determine
23	Other
4	Once before evaluation

Analysis: In 35% of the districts, conferences between evaluator and teacher are held both before and after evaluation. It is also common to have only one conference at the end of the evaluation. In many cases it was not clear whether or not a conference was required as part of the evaluation process.

6. Data Gathering—Documentation

Question 1: If classroom observations are made, is the record signed and dated by the evaluator?

Results from Data Submitted

No. of Districts	
152	Yes
68	No

Analysis: Classroom observations are usually recorded, with the date and signature of the evaluator. In many districts there is no separate classroom observation form. Instead, the final evaluation form incorporates all of the material gathered in relation to the evaluation.

Question 2: If conferences occur, is there a record of the conference, including date and signatures?

Results from Data Submitted:

No. of Districts	
172	No
99	Yes

Analysis: In the majority of cases, there is no written record of conferences between evaluator and teacher. Where there is a notation regarding a conference, it is usually part of the final evaluation form, rather than being a separate form.

7. Data Gathering—Content

Question 1: What categories are included on the classroom observation form?

Results from Data Submitted

No. of Districts	
153	Preparation
147	Presentation of subject matter
139	Rapport with students
137	Control (classroom management)
116	Physical appearance of the classroom
115	Appearance of Teacher
52	Other

Analysis: The material found in classroom observation forms includes a fairly standardized list of categories. The *order* of categories on the evaluation form and the number of subheadings in each category tends to give more importance to some categories over others.

Question 2: What items are included in the total evaluation?

Results from Data Submitted	No. of Districts	
	230	Instructional—preparation
	197	Rapport with students
	188	Instructional—control (classroom management)
	168	Personal qualities
	165	Instructional—presentation of material
	159	Professionalism
	151	Staff relationships
	97	Other significant
	74	Maintenance of classroom
	59	Consistency with prescribed curriculum
	8	Leadership

Analysis: The categories in final evaluation instruments also are fairly standardized. Again, the order and depth of information varies greatly from one school district to another.

8. Follow-Up/Feedback Procedures—Written Materials

Question: Whose signatures are on the final evaluation form?

Results from Data Submitted	No. of Districts	
	229	Both evaluator and teacher
	27	Could not determine
	9	Teacher only
	5	Neither teacher nor evaluator
	1	Evaluator only

Analysis: Teachers and evaluators both sign the final evaluation form in most cases.

9. Follow-Up/Feedback Procedure—Final Form

Question: What is the form of the final evaluation instrument?

Results from Data Submitted:	No. of Districts	
	103	Combination of narrative and rating scale
	75	Narrative only
	32	Rating scale only
	24	Could not determine
	18	Narrative and short question and answer
	12	Combination of question and answer, narrative, and rating scale.

Analysis: A combination of rating scale and narrative is the most common form of final evaluation instrument. The narrative style alone is also common.

10. Follow-Up/Feedback—Type of Feedback

Question: Which kinds of feedback occur in the evaluation process?

Results from Data Submitted

No. of Districts	
151	Teacher is given a space on the form to write a reply
149	Weaknesses are noted
145	Areas of positive performance are noted
53	Space is provided for noting specific resources for improvement

Analysis: More than one-half of the plans provide a space for recognition of positive performance and listing of specific weaknesses. There was little evidence of specific resources and help for improvement of performance. Concrete helps such as listing of resource people or materials, pairing of a teacher with an experienced teacher for a period of time with specific goals, a timetable of further observations and help sessions prior to the next evaluation, courses to enroll in, etc. were seldom given, and these kinds of suggestions were seldom included in instructions to evaluators. Fifty-six percent of the districts provide space for, or suggest, a written reply from the teacher.

B. Teacher Contracts

The second source of information about teacher evaluation practices is the following summary of teacher evaluation clauses stated in a random sample of thirty-four (34) contracts supplied by the Massachusetts Teacher Association and the Massachusetts Federation of Teachers.

The clauses were itemized according to the number of times they occurred in the different contracts. Some items are copied from individual contracts, because they are stated in the language most commonly employed. Some interesting items that were less frequently used (four times or less) are listed under item fourteen through twenty-six.

Items:

Item 1: All formal observations of the work performance of a teacher will be conducted openly with full knowledge of the teacher. (28)

Item 2: Teachers have the right, upon written request, to review the contents of their personnel file, excluding (various reasons). A teacher will be entitled to have a representative of the Association accompany him during such a review. (28)

Item 3. No material derogatory to a teachers conduct, service, character or personality arising during the course of his employment will be placed in his personnel file unless the teacher has had an opportunity to review such material. The teacher will acknowledge that he has had the opportunity to review such material by affixing his signature to the copy to be filed with the express understanding that such signature does in no way indicate agreement with the contents thereof. (28)

Item 4: The teacher has the right to submit a written answer to such material and his answer to such material shall be reviewed by the Superintendent, and attached to the file copy. (26)

Item 5: All persons evaluated shall receive a copy from the primary evaluator of any and all evaluation reports regardless of who compiled or contributed to the report. (23)

Item 6: . . . the teacher will have the right to discuss the report with their superiors. (19)

Item 7: The Association recognizes the authority and responsibility of the principal, the director, department head, supervisor or other administrator (or any given selection, often including the Superintendent) for disciplining or reprinmanding a teacher for delinquency or professional performance. Before any disciplinary action or reprimand becomes part of the personnel file, the teacher will be notified of the nature of the discipline or reprimand at least twenty-four hours (time limits vary) prior to the meeting to discuss the matter. The teacher will be entitled to have a representative of the Association present. (17)

Item 8: Statements of philosophy and/or purpose of the evaluations. (14)

Item 9: Various provisions for tenured/non-tenured teacher evaluation (different criteria, various numbers of visits, etc.) (13)

Item 10: Any "serious" complaints regarding a teacher made to any member of the administration by any parent, student, or other person will be promptly called to the attention of the teacher (12)

Item 11: No teacher shall be disciplined, reprimanded, reduced in rank or compensation, separated or discharged, or deprived of any professional advantage without just and sufficient cause. (12)

Item 12: The Association agrees that in the event of suspensions or discharge of a teacher, compliance by the Committee with the various steps and provisions of the Grievance Procedure contained in this agreement shall constitute full satisfaction of the provisions of the General Laws. . . (8)

Item 13: The use of the public address system, or any other audio devices shall be strictly prohibited as an evaluation device. (6)

Items that occurred four times or less

Item 14: Various reappointment procedures.

Item 15: Specific guidelines for evaluation (criteria, number of visits, formal/informal evaluations etc.)

Item 16: Every teacher gets one (or more) folder.

Item 17: No recording via audio and/or video tape shall be done without advanced notification and consent (written) by the teacher.

Item 18: No teacher shall receive adverse comments from any observer in the presence of pupils.

Item 19: Access-to-the-file provisions for persons other than the teacher.

Item 20: Specific guidelines for the Committee to deal with the Association.

Item 21: Specified contents of a teacher's file.

Item 22: Teacher has to notify evaluator of lesson content.

Item 23: Specific salary provisions relating to the evaluation process.

Item 24: Teacher has the right to request a reevaluation.

Item 25: Teachers cannot be required to evaluate other teachers, or be evaluated by other teachers.

Item 26: Committee representatives meet on a regular basis to review and/or revise evaluation forms and criteria.

V. Review of Principal Evaluations

All of the information about evaluation of principals came from materials submitted by school districts. Of the 271 school districts which submitted information about teacher evaluations, only 55 systems submitted materials for principal evaluations. Because of this small sample, the value of the information is somewhat limited.

A. Participants in Principal Evaluation

Question: Who evaluates principals?

Results from Data Submitted	**No. of Districts**	
	23	Administrators other than superintendent
	15	Superintendent
	14	Self
	4	Other principals
	1	Students
	7	Could not determine

Analysis: The responsibility for evaluating principals is distributed among the superintendent, other administrators and the principal. In a significant number of cases, the evaluator was not clearly disignated.

B. Joint Goal Development

Question: Are the goals of the evaluation developed jointly with the principal and evaluator?

Results from Data Submitted

No. of Districts	
26	No
25	Yes
4	Could not determine

Analysis: About half of the evaluations of principals indicate some kind of joint goal-setting.

C. Cumulative Process

Questions: Is the evaluation of principals a cumulative process, one which builds on the data from previous evaluations?

Results from Data Submitted:

No. of Districts	
36	Yes
15	No

Analysis: Most evaluations of principals appeared to be cumulative, to the extent of mutually defining specific goals or extending planning over a period of more than one year.

D. Data Gathering—Method

Question: What methods are used to gather data for evaluations?

Results from Data Submitted

No. of Districts	
33	Both observations and conferences
15	Could not determine
3	Conference only
2	Other
1	Observation only

Analysis: The most common method of evaluation of principals appears to be combination of observation and conference. The observations of principals are usually informal and on-going rather than formal sessions. In most cases, the sources of data were not clearly specified.

Question 2: If conferences are held, when do they occur?

Results from Data Submitted

No. of Districts	
16	Once after evaluation
14	Once before and after evaluation
6	Could not determine

Analysis: Of the systems reporting, about one-half hold conferences at the end of evaluation, and the others hold conferences both before and after evaluation. Conferences held before the evaluation are always followed up by a conference after evaluation, unlike the teacher conferences.

E. Data Gathering—Documentation

Question 1: If observations of performance are done, is there a written record which includes date of the observation and signatures of participants?

Results from Data Submitted	No. of Districts	
	6	Yes
	49	No

Analysis: Records of observations of principals are not usually recorded.

Question 2: If conferences occur, is there a form which includes the date of conference and signatures of participants?

Results from Data Submitted	No. of Districts	
	24	No
	23	Yes

Analysis: Approximately one-half the systems require recording of conferences, including date and signatures of participants. In most of these cases, the conference dates are recorded only on the final observation form, rather than there being a separate conference form.

F. Data Gathering—Content

Question: What categories are included in evaluation of principals?

Results from Data Submitted	No. of Districts	
	51	Administration
	46	Rapport with staff
	43	Professionalism
	41	Leadership
	39	Maintenance, management of building
	38	Personal qualities
	37	Rapport with students
	34	Budget management
	14	Other significant

Analysis: For the categories listed, evaluations of principals contain many of the same items from district to district. Self-evaluations offered the most varied content.

G. Follow-Up/Feedback Procedures—Written Materials

Question: Who signs the final evaluation form?

Results from Data submitted:

No. of Districts	
50	Both principal and evaluator
1	Neither participant
4	Could not determine

Analysis: In most cases, final evaluation forms contain signatures of both principal and evaluator.

H. Follow-Up/Feedback Procedure—Final Form

Question: What is the form of the final evaluation instrument?

Results from Data Submitted

No. of Districts	
35	Combination of narrative, rating scale, and short question and answer
10	Narrative
4	Could not determine
3	Rating scale
3	Short question and answer

Analysis: The final evaluation form for principals is usually narrative, often including a rating scale, or a section requiring short answers, to provide additional information.

I. Follow—Up/Feedback Procedure—Type of Feedback Provided

Question: What follow-up procedures are used?

Results from Data Submitted

No. of Districts	
47	Weaknesses are noted
46	Areas of positive performance are noted
37	Principal is given a space on the form to write a reply
14	Specific resources for improvement are noted
8	Other

Analysis: Strengths and weaknesses are usually stated, but there is seldom a clear procedure for implementing recommendations.

VI. Other General Observations about Evaluation Materials Submitted by Systems

A. Very few school systems submitted a package of evaluation materials which included detailed information about process, participants, and relationship of evaluation to other activities within the school system. Because the materials submitted were often incomplete, this review may be in error at some points.

B. Some of the evaluation plans which indicated the most careful thought and clear understanding of the total process buried themselves in forms in triplicate and quadruplicate, which may tend to discourage creativity, spontaneity, and even participation in the process.

C. It appears that the art of teacher evaluation has been more highly developed than the art of administrator evaluation.

D. Self-evaluation forms are sometimes included as optional for teachers. However, they usually are not part of the final evaluation record.

E. While most evaluations state that improved performance is the primary goal of evaluation, it is often unclear how, or in what time frame, the improvement is to take place.

F. There was little mention of the various ways of collecting data, such as community feedback, student achievement and attitudes towards teachers, informal observations, informal feedback from other administrators and staff members, and observation of teacher's participation in out-of-classroom activities.

SECTION V

ILLUSTRATIVE PRACTICES

This section provides examples selected by members of the Study Committee. The sample represents practices which have been used successfully by local school districts and might be adapted. The examples were chosen to assist local school districts as they review or revise their evaluation systems. The inclusion of a particular selection does not imply that the Study Committee endorses the entire plan of the district. The examples are to indicate the ways in which some districts have approached the problem and some resources which may be utilized in developing evaluation procedures. The examples are grouped in the order listed below.

OVERVIEW (p. 29)

Statement of philosophy of evaluation	Clark County, Nevada (p. 29)
Statement of evaluation philosophy	Lincoln, Nebraska (p. 29)
Statement of introduction and philosophy of evaluation	Wake County, North Carolina (p. 30)
Purpose of administrative evaluation	Lake Washington, Washington (p. 31)
Purpose of evaluation	Salem, Oregon (p. 31)
Purpose of administrative evaluation	Maynard, Massachusetts (p. 32)
Educational competencies for teachers and administrators	Salem, Oregon (p.32)
Basic Evaluation Criteria for Teachers Counselors Administrators	Westport, Connecticut (p. 38)
Criteria for Professional Evaluation	Wayland, Massachusetts (p. 42)

DATA GATHERING (p. 44)

Administrative Check List for Self Appraisal	Cambridge, Massachusetts (p. 45)
Self-Assessment Forms	Watertown, Massachusetts (p. 47)
Self-Evaluation Description and Form	West Hartford, Connecticut (p. 48)
Classroom Observation Forms	Longmeadow, Massachusetts (p. 51)
Teaching Performance Scale	Andover, Massachusetts (p. 54)
Administrative Goal Setting Agreement	Cambridge, Massachusetts (p. 60)
Administrative Evaluation Forms	Cambridge, Massachusetts (p. 62)
Evaluation of Supervisor	Brookline, Massachusetts (p. 68)

Student Evaluation of Teacher Forms	Wake County, North Carolina (p. 71)
Parent Comment Sheet	Brookline, Massachusetts (p. 75)
Personnel File Policy	Walpole, Massachusetts (p. 76)
Chart of Teacher Evaluation Process	Norwalk, Connecticut (p. 77)

FEEDBACK PROCESS (p. 78)

Techniques of Evaluation	Wellesley, Massachusetts (p. 78)
Suggestions for Supervisor-Recording Data	Quincy, Massachusetts (p. 79)
Pre-Observation Agreement—for all Staff	Quincy, Massachusetts (p. 80)
Data Collection Form—for all Staff	Quincy, Massachusetts (p. 82)
Observation Report—for all Staff	Quincy, Massachusetts (p. 84)
Conference Form—for all Staff	Quincy, Massachusetts (p. 86)
Summative Evaluation Report—for all Staff	Quincy, Massachusetts (p. 87)
Teacher's Professional Growth Plan	Quincy, Massachusetts (p. 90)
Administrator's Professional Growth Plan	Quincy, Massachusetts (p. 92)
Superintendent's Appraisal Check List	Longmeadow, Massachusetts (p. 94)
Role and Evaluation of Elementary School Principal	Stoughton, Massachusetts (p. 101)
Evaluation for Guidance Counselors	North Shore Regional Vocational School District (p. 106)
Specialist Conference Record	Watertown, Massachusetts (p. 112)
Evaluation Expectations—Teachers & Evaluators	Waltham, Massachusetts (p. 117)
Staff Feed Back to Supervisors	Cambridge, Massachusetts (p. 118)
Policy on Administrative Evaluation	Maynard, Massachusetts (p. 124)
Principal's & Teacher's Evaluation System Flow Charts	Wake County, North Carolina (p. 125)

IMPLEMENTATION (p. 127)

Organizational Structure for Supervision	Quincy, Massachusetts (p. 128)
Appeal Process in Teacher Evaluation	Waltham, Massachusetts (p. 131)
Policy on Administrative Evaluation	Maynard, Massachusetts (p. 131)
Adjustment Process for Teachers	Norwalk, Connecticut (p. 132)
Recourse Procedures for all Staff	Quincy, Massachusetts (p. 133)
Appraisal Process	Auburn, Massachusetts (p. 135)
Number and Dates of Evaluation	Westwood, Massachusetts (p. 136)
Yearly Evaluation Cycle for Teacher Evaluation	Meriden, Connecticut (p. 137)
Staff Evaluation Process	Southern Berkshire Regional School District (p. 138)
Phases of Teacher Evaluation	Barnstable, Massachusetts (p. 141)

Any school district desiring to reproduce any of the examples should seek the permission of the district cited.

Overview

- The purposes of evaluation should be stated clearly, in writing, for all parties involved.
- All parties involved in the evaluation process should discuss the evaluation criteria in order to promote mutual commitment to them.
- Evaluation criteria should be based on the employee's job responsibilities, jointly developed goals, local goals, program objectives, and instructional priorities as they relate to student learning.
- Evaluation assumes that standards of effectiveness can be determined and that performance can be measured in terms of those standards.

CLARK COUNTY SCHOOL DISTRICT
LAS VEGAS, NEVADA

PHILOSOPHY

The purpose of supervision and evaluation is to improve instruction, reinforce good teaching, reinforce progress toward goals and objectives, and when necessary, document ineffectiveness. These ends can best be achieved through frequent observations to directly observe the instructional program followed by conferences between employee and supervisors. (Policies 4160, 4760, 6120, and 6140—see Appendix)

An effective supervision and evaluation system must contain as its framework, observable-measurable performance evaluation criteria uniformly applied throughout the Clark County School District. To totally facilitate the intent of supervision and evaluation, employees should be involved in the processes through self evaluation and subsequent goal setting. (Policies 6120, 6140, and 2510—see Appendix)

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LINCOLN, NEBRASKA
PHILOSOPHY

Overview

The purpose of appraisal is to help people grow. Building administrators, department chairs, team leaders and consultants can and should be an integral part of the appraisal process. Peer and student input can also be useful. The relationship between appraiser and appraisee should be based upon mutual trust and acceptance. It must build genuine confidence, develop personal integrity and serve to enhance the self-respect of the professional employee.

Appraisal is a continuous process based upon professional development. Only when the performance of an individual is less than satisfactory do we seek remediation through due process.

Appraisal is a joint effort, in other words, a partnership for growth. In this school district the professional employee must help identify their job targets for growth to occur. Human beings want to help plan and create their own future. That ownership is essential in order to insure commitment to change.

Building administrators, team leaders, department chairs have a responsibility to know each employee—his/her interests, needs and professional endeavors. These staff members must make the appraisee aware of their concerns as well as their support for the achievements of that individual. Employees must know that they are needed and appreciated. They respond to sincere praise and involvement.

Job targets must, in part, be related to department, team, building and/or district goals and also the acquiring of skills necessary to accomplish those goals. Support for the attainment of goals must come from the Staff Development and Instructional Offices.

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WAKE COUNTY PUBLIC SCHOOLS
(NORTH CAROLINA)

EVALUATION SYSTEM

Introduction

For too many years, the concept of evaluation has implied a sense of fear, dread, and professional foreboding. It is hoped that through this document the professional staff of Wake County will assist in implementing an evaluation system based on help-giving, professional growth, and mutual trust. While such idealistic words are often greeted with sneers of derision and cynicism, one cannot build trust unless the parties concerned understand the issues. Evaluation is one such issue.

PHILOSOPHY

The Wake County School System recently received a Task Force report on a revised evaluation system for the County. The Task Force was composed of teachers, principals, the Director of Instructional Personnel, and was assisted by two consultants from Appalachian State University. The essence of that report was that evaluation needs to be built on open communication, mutual participation, and the view that the overriding purpose of any evaluation scheme, system, instruments, or processes had to benefit the individual being evaluated and his/her clients. The system that follows is indeed predicated on the following basic principles.

1. Effective evaluation is based on mutually agreed upon goals and objectives between evaluator and evaluatee.
2. The use of evaluative data must be geared to improving the staff member's ability to achieve those goals and objectives.
3. Any evaluative system must give praise as well as suggestions for improvement. The absence of criticism cannot be construed as praise.
4. The flow of evaluation need not be in one direction (down) only, but should utilize feedback from peers and subordinates as well.
5. The system of evaluation must facilitate face-to-face communication.
6. Self-evaluation must be a part of the total framework, and must be listened to and treated as valid.

LAKE WASHINGTON SCHOOL DISTRICT, WASHINGTON

On February 5, 1973, the Lake Washington School District Number 414 in Kirkland, Washington, adopted a revised policy statement regarding the evaluation of the performance of its administrators. The purpose of that effort was, to establish an evaluation system which would improve the quality of instruction by:

1. Strengthening positive motivation through recognition of performance and accomplishment.
2. Providing an understanding of the administrator's assignment and major performance areas.
3. Fostering communications on performance through multi-level evaluation and review.
4. Establishing documented performance as a decision base for personnel actions.
5. Insuring the compatability of administrator objectives and District goals.

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Salem Oregon Public Schools

Introductory Statement

Instructional improvement occurs in rather direct relationship to the development of staff competencies. This concept is valid because teachers and administrators determine the quality and process of instruction.

Establishment of this philosophical premise was important because it pointed to a people-focused program, rather than exclusively to a process-oriented one. It reaffirmed the conviction that programs, functions and instructional materials are subordinate to the human beings involved.

The professional educators of Salem should accept the role of fostering learning skills and significant subject matter essential to human progress. The profession should fulfill its role through excellence in teaching.

Professional educators should recognize the supreme importance of the individual growth of all students and the promotion of democratic citizenship. They should regard as essential to their goals the protection of freedom to learn and to teach, and equal educational opportunity for all. The teaching profession should affirm and accept its responsibility for the highest standards of competent and ethical performance.

The professional educator, through commitment and action, should exert every effort to raise educational standards, to improve service, and to achieve the conditions and a profession worthy of trust.

The terms "supervision" and "evaluation" need no longer to be viewed as words designating programs with ultimate ends of their own, but should assume their proper roles as terms to describe correlative processes employed to assist in promoting staff competencies and professional growth.

THE MAJOR PURPOSE OF THE PROFESSIONAL GROWTH AND EVALUATION PROGRAM IS TO IMPROVE INSTRUCTION THROUGH THE UPGRADING OF TEACHER PERFORMANCE.

Accountability in Education.

The professional educator has an obligation to hold himself to account for the [illegible] with which he has been charged. This statement on accountability is intended to acquaint staff [illegible] with the essentials of accountability, so that they may structure their objectives and performance appropriately.

In order to apply the concept of accountability in the field of education, it is suggested that certain components must be present. There must be *measurable objectives* in terms of out-put or pupil behavior, what the pupil should learn or become able to do. The second component consists of *a program*, usually a learning program, designed to lead to the achievement of these measurable behavioral objectives. The third is the *evaluation* of the achievement of these objectives which determine how successfully they have been realized plus an assessment of the cost of the program. The fourth component is a systematic method of *feedback* to the ultimate decision makers, or those to whom the school personnel are accountable, so that appropriate revisions in the program may be made to improve future pupil performance. The innovative element is the combining of all these tasks into a unified whole or into what may be called a systems approach to education. Because this approach is an integrated one, the contention is that it promotes more efficient planning and carrying out of an educational program.

In addition to the above necessary components, any implementation of the concept of accountability usually includes certain conditions, such as specified hours of pupil exposure to the instructional program, a specified time limit in which objectives are to be met, as well as a defined target group of pupils. Therefore, there must be evidence of achievement of stated objectives for a particular group of students using clearly identified procedures over a specified period of time.

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Maynard, Massachusetts

Section 1.

It is the objective of the School Committee and the Association to:

a) Attract and retain the best administrators
b) Recognize high quality performance of professional educators
c) Encourage continued professional growth

Section 2.

A fair equitable evaluation procedure is fundamental to meeting the above objectives. In the interests of improving professional evaluation a representative committee of the administrators will be established and continued (when necessary) as a means of improving the criteria procedures and evaluation instrument of methods used for the evaluation of administrators.

It will be this evaluation committee's responsibility to recommend those improvements in both the criteria and evaluation instrument that are to be considered for adoption.

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Educational Competencies. Salem Oregon Public Schools

Educational goals are direct outgrowths of standards of competency. Competent educators will strive to achieve many objectives. Although educational standards may well be so numerous that it is futile to enumerate them, the following outline details some of them. The following categories represent major instructional procedures.

Educational Competencies for teachers and administrators Salem, Oregon

A. Instructional Objectives

The teacher who is competent will:

1. Establish appropriate instructional objectives and relate them to the individual pupil needs and aspirations.
2. Specify changes in the learner's behavior which give evidence that learning has occurred.
3. Utilize individual student interest and abilities when planning and implementing instruction.
4. Write short and long-term objectives for any assigned class or other professional assignment.

The administrator who is competent will:

1. Establish appropriate instructional objectives and relate these to the individual teacher and/or pupil needs and aspirations.
2. Provide the materials and facilities necessary for the teacher to accomplish the instructional objectives.
3. Establish management techniques that utilize staff personnel for the best interest of the student.

B. Instructional Program

The teacher who is competent will:

1. Plan lessons in light of student performance.
2. Plan for individual differences of students.
3. Identify the student and teacher behavior essential for successful attainment of instructional objectives.
4. Provide for student participation in program planning.
5. Determine activities essential to attainment of objectives.
6. Use resources appropriate to the objectives and activities.
7. Use instructional procedures appropriate to the task to be performed.
8. Vary the activities within the lesson employed to achieve objectives.
9. Provide alternatives within the activities planned.
10. Make resources and materials available to students.

The administrator who is competent will:

1. Plan programs to meet individual differences of students and staff.
2. Identify the student and teacher behaviors essential for successful attainment of instructional objectives.
3. Provide for student and staff participation in program planning.
4. Determine activities and operational policies essential to attainment of objectives.
5. Make appropriate resources available for program implementation.
6. Use communications media as needed to effect program objectives.
7. Create and maintain healthy instructional climate.
8. Plan subsequent instructional program modification based on evaluative data.
9. Assign roles and tasks in keeping with individual abilities and specialties.
10. Assist staff members and students in attainment of success.

11. Use language and other communications media in keeping with the group and/or individual(s).

12. Encourage honest, free, and clear communication of ideas and feelings.

13. Create and maintain healthy educational climate.

14. Adjust instruction to meet needs of individual students.

15. Help students to choose appropriate lesson attack strategies.

16. Plan subsequent instruction and program modification based on evaluative criteria and data.

17. Assign roles and tasks in keeping with individual abilities and specialties.

18. Help each individual to experience success.

11. Encourage each individual to express ideas and feelings openly and clearly.

C. Instructional Strategy

The teacher who is competent will:

1. Use strategies and learning activities that are appropriate to attain objectives.
2. Solicit and use student suggestions when feasible.
3. Employ a variety of strategies—questioning, inquiry, exploration, discovery, research, etc.
4. Develop alternative strategies to accommodate individual differences in age, ability, and interests.
5. Select strategies to foster balanced growth in levels of thinking—recall, comparison and contrast, classification, interpretation, analysis, synthesis, and evaluation
6. Select and justify strategies in terms of kinds of learning involved, principles of learning, learner characteristics, and relevance to learner.

The administrator who is competent will:

1. Prevent and resolve discipline and learning problems in accordance with school law, state board regulations, school board policy, and accepted school policies.
2. Provide leadership in developing and implementing sound instructional strategies.

D. Learning Environment

The teacher who is competent will:	The administrator who is competent will:
1. Be a model for students to emulate in matters such as consistency, temperament, qualities of order, and vocal restraint.	1. Be a model for students and staff to emulate in matters such as consistency, temperament, qualities of order, vocal control and restraint.
2. Establish, with student assistance, ground rules for implementation of the activity, in keeping with objectives to be achieved.	2. Establish, with staff and student assistance, ground rules for conduct of school activities.
3. Provide for appropriate "enrichment" activities for students who finish activity early and who have special needs.	3. Protect the rights of students and staff to perform their tasks free of undue interference from others.
	4. Deploy personnel, materials, and equipment to maintain a favorable learning environment.
	5. Use management skills designed to improve learning environment.

E. Human Relationships

The educator who is competent will:

1. Assist others to arrive at individual views and to express them.
2. Accept others as worthy human beings.
3. Offer constructive criticism as needed.
4. Comply with reasonable requests by others in proper authority.
5. Assign reasonable tasks for performance of others.
6. Use effective interpersonal relations skills.
7. Contribute as a member of a group, permitting and assisting others to do the same.
8. Assist co-workers in the performance of their tasks, based on need and request.
9. Accept group decisions.

F. Professional Preparation

The educator who is competent will:

1. Keep abreast of developments in his field and of innovative practices in the art of teaching.
2. Possess knowledge consistent with professional preparation.

3. Employ total personal resources in employment of tasks—training, experience, and special individual talents and creativity.

4. Possess organizational skills essential to establishment of educational environment conducive to learning.

G. Evaluation

Teaching Performance:

The teacher who is competent will:

1. List techniques used in analyzing performance—student feed-back, videotape, etc.
2. Demonstrate use of student feed-back in the analysis of teaching performance.
3. List outside resources employed in evaluation of teacher performance.
4. Use performance goals in evaluation and instructional improvement.
5. Change, based on analysis of evaluative feedback.
6. Relate teaching performance to student performance, the extent to which students attained objectives.
7. Employ variety of evaluative techniques in assessing teacher performance.
8. Keep abreast of innovative assessment practices.

The administrator who is competent will:

1. Recognize and make available evaluative techniques and instruments appropriate to educational objectives to be attained.
2. Provide for appropriate in-service as needed in use and interpretation of evaluative instruments and techniques.
3. Keep abreast of innovative assessment practices.
4. Devise and implement meaningful procedures to measure effectiveness of the District's educational objectives and/or instructional programs.
5. Stand alert to abuses of evaluation, analyze validity of evaluative instruments, and conditions of administration; recognize that evaluation should promote individual educational progress.

Student Performance:

The teacher who is competent will:

1. Employ a variety of evaluative techniques in assessing student performance.
2. Select evaluative techniques compatible with students, material objectives, and learning to be measured.
3. List outside resources, if any, employed in evaluation of student performance.

4. Provide for student self-evaluation.

5. Employ teacher-made evaluative instruments to measure student progress.

6. Provide students with frequent progress checks and subsequent feed-back.

7. Assist students with long range goals and self-evaluation in attainment of goals.

8. Build toward student independence in areas of evaluation and self-direction.

9. Evaluate only to attain specific objectives; avoid evaluation for sake of evaluation.

10 Keep abreast of innovative evaluation practices.

H. School and Community

The educator who is competent will:

1. Deal openly and tactfully with parents and other adults in the community.

2. Respond to parental inquiries promptly, honestly, and discreetly.

3. Interpret objectives of the school system to the community at large.

4. Enforce school law and District, building, and administrative policies.

5. Respect the role of community agencies and groups as they relate to the school; cooperate with them as appropriate.

6. Use educational facilities only as prescribed by school board policy, law and regulation.

7. Be involved in responsible community action.

8. Be a model of ethical behavior toward colleagues and in relationship with others in the community.

I. Non-Instructional Tasks

The teacher who is competent will:

1. Keep accurate required records.

2. Keep abreast of and adhere to the policies of the District.

3. Maintain skills necessary to perform designated tasks.

The administrator who is competent will:

1. Take appropriate action to resolve personnel problems.

2. Assume leadership in policy development, in cooperation with the teaching staff.

3. Assist in implementation of prescribed curriculum.

4. Be consistent in classroom management practices.
5. Perform competently any reasonable assigned tasks.

4. Communicate appropriately, using several media, with pupils, teachers, and the public.
5. Keep accurate required records.
6. Adhere to District policies.
7. Perform competently any properly designated tasks.

J. Personal Requirements

The educator who is competent will:

1. Be physically and mentally able to perform designated tasks.
2. Possess effective communication ability and skill.
3. Exercise emotional constraint under pressure.
4. Demonstrate sufficient intellectual ability to perform designated tasks.
5. Be neat, clean, and appropriately attired.

⁂

BASIC EVALUATION CRITERIA FOR TEACHERS IN THE WESTPORT SCHOOL SYSTEM

The four major categories listed here are general descriptions of the primary areas of concern regarding effective teaching. The basic evaluation criteria within each category are to be used by the staff member and supervisor as a guide in developing a common understanding of effective role performance. It must be recognized that any personnel evaluation, even though it stems from factual data, must, in the final analysis, be subjective. The nub of the matter, therefore, is to focus intelligent, informed and experienced judgment on individual performances in these areas, followed by explicit goal setting that leads toward expanding strengths and eliminating weaknesses.

I. Effectiveness in the Classroom

1. Selects and applies appropriate learning objectives in his grade level or subject area.
2. Presents sequential learning experiences through related short and long range planning.
3. Varies instructional methods and instructional materials to suit the topics and students.
4. Maintains a physical and psychological environment that motivates and facilitates learning.
5. Applies evaluation measures that specify what students have learned, where students understand how they are being evaluated.

II. Effectiveness as a Faculty Member

1. Works cooperatively with staff members toward attaining the goals acepted for that building or department.
2. Applies purposeful dissent to seeking and developing improved learning experiences for students.
3. Complies with school regulations regarding tardiness, meetings and committees, and reports.

III. Effectiveness with Parents and Community

1. Communicates the intent of programs and progress of individual students to parents.
2. Takes appropriate action regarding parents' requests, comments and criticisms.

IV. Effectiveness within the Teaching Profession

1. Takes personal responsibility for individual professional growth.
2. Is informed regarding the aims and activities of professional organizations.

BASIC EVALUATION CRITERIA FOR WESTPORT COUNSELORS

The four major categories listed here are general descriptions of the primary areas of concern regarding effective counseling. The basic evaluation criteria within each category are to be used by counselor and supervisor as a guide in developing a common understanding of effective role performance. It must be recognized that any personnel evaluation, even though it stems from factual data, must, in the final analysis, be subjective. The nub of the matter, therefore, is to focus intelligent, informed and experienced judgment on individual performances in these areas, followed by explicit goal setting that leads toward expanding strengths and eliminating weaknesses.

I. With Students

1. Assists in the planning and development of educational programs appropriate to the individual needs of both typical and atypical students.
2. Provides students with the opportunity for appropriate academic and/or personal counseling individually, or in small groups.
3. Selects and administers appropriate individual and group tests and evaluative techniques to assess pupil achievement, ability, and development.
4. Selects and provides students with appropriate guidance information to help them in their personal, educational and vocational decision making.

II. With Staff

1. Works cooperatively with staff to plan, develop, and implement mutual educational and professional goals to assure that the school appropriately meets the educational, social and developmental needs of students.
2. Participates in and contributes to curriculum research planning and development in terms of learning and child development theory.

3. Plans and develops articulation programs and procedures to help students with transition to new grade levels.

III. With Parents and Community

1. Plans, interprets, and communicates the school guidance program.
2. Reviews and reports individual student progress and performance.
3. Selects and provides parents with appropriate information for their use in personnel, educational, and vocational planning and decision making for and with their children.
4. Selects and applies appropriate procedures for counseling with parents about their child's individual growth and development.
5. Assists in identifying, planning, and implementing non-school referrals to outside educational, medical, social service, recreational agencies, and resources for individual students.

IV. Within Profession

1. Plans and develops appropriate and responsible programs for individual and departmental professional growth.
2. Is informed of, contributes to, and participates in the aims and activities of relevant professional organizations.
3. Observes and adheres to professional code of ethics.
4. Organizes and manages personal conduct and vocational performance ethically and professionally.

WESTPORT, CONNECTICUT
Evaluation Criteria

BASIC EVALUATION CRITERIA FOR WESTPORT ADMINISTRATORS

The five major categories listed here are general descriptions of the primary areas of concern regarding effective administration. The basic evaluation criteria within each category are to be used by the administrator and supervisor as a guide in developing a common understanding of effective role performance. It must be recognized that any personnel evaluation, even though it stems from factual data, must, in the final analysis, be subjective. The nub of the matter, therefore, is to focus intelligent, informed and experienced judgment on individual performances in these areas, followed by explicit goal setting that leads toward expanding strengths and eliminating weaknesses.

I. Effectiveness as an Educational Leader*

*"LEADERSHIP": Research has identified at least four major variables known to be involved in leadership: (1) the characteristics of the leader; (2) the attitudes, needs, and other personal characteristics of the leader's staff; (3) the characteristics of the organization, such as its purposes, its structures, its responsiveness to people's needs; (4) social, economic and political milieu. *"LEADERSHIP" therefore is not exclusively a property of the individual, but a complex relationship among these variables.* In light of these facts, an effective, educational leader:

1. Establishes, implements and attains appropriate educational goals for his unit that are consistent with the needs and characteristics of the pupils and community to be served.

2. Continually catalyzes staff innovation and creativity in evaluating and improving instruction.

3. Works with staff and other administrators toward improving the organizational characteristics, i.e., structures, policies and practices of his unit and of the school system as a whole.

II. Effectiveness as a Staff Supervisor

1. Establishes sufficient openness and trust with his staff members so that ideas and feelings are discussed freely and candidly.

2. Selects, evaluates and retains staff who demonstrate a high degree of competence in their roles.

3. Develops personal and/or professional goals for himself and his building unit, division, or department and provides opportunity for staff members to influence the determination of these goals. He facilitates mutual understanding as to what these goals are, how they relate to staff effectiveness, and the means to which they are attained.

4. Links the individual and collective efforts of his staff explicitly into the attainment of system goals and goals for his unit.

III. Effectiveness as an Administrator

1. Organizes and manages his unit or program (i.e., schedules, budget, maintenance, reports) efficiently and effectively to support instruction.

2. Establishes and meets deadlines.

3. Complies with Board policies and contractual agreements with teachers.

IV. Effectiveness with Parents and Community

1. Communicates the intent of programs, school and Board philosophy.

2. Involves parents in the development of goals for the unit.

3. Takes appropriate action regarding parents' requests, comments and criticisms.

V. Effectiveness within the Profession

1. Takes personal responsibility for individual professional growth.

2. Is informed regarding the aims and activities of professional organizations.

WAYLAND PUBLIC SCHOOLS
Wayland, Massachusetts

PROFESSIONAL EVALUATION

____
Name of Staff Member

Academic Year 19____/____
Total Year(s) in Wayland ______
(Including this year)

____
School *Subject or Grade Level*

INTRODUCTION

In all forms of work, performance evaluation is commonplace. In Wayland, we wish to encourage a variety of evaluation processes. Perhaps the most effective of these is self-evaluation on the part of each staff member. To this end, we suggest that staff members call on their colleagues to review instructional plans, observe actual teaching (or other professional activities), and critique their effectiveness. We also would encourage staff members to solicit feedback from pupils and parents and to take advantage of technological devices such as video-tape, tape recorders, and the like. In terms of the formal professional evaluation involving the supervisory and administrative staff, we feel that the two major objectives are paramount in importance: (1) Assistance to the teacher in improvement of instruction and professional performance; (2) A determination as to whether or not one's total performance is compatible with the standards and expectations of the Wayland Schools with a view toward continued employment.

This form includes a brief statement of several criteria (I) normally expected to be met satisfactorily by staff members. Some may not be applicable in certain situations; others may be added, at the beginning of the year, by the supervisor.

During the year, non-tenure staff members will have two or more reports (II) and discussions relative to overall performance and tenure teachers will have one more such sessions with their supervisor or principal.

The final section is a statement (III) of evaluation of total performance.

I. **CRITERIA.**—Early in the academic year, meetings will be held between principals (or other evaluators) and staff for the purpose of discussing and clarifying criteria which are to form the bases for subsequent staff evaluations. Below is a list of general criteria of which some or all could become the bases for the evaluation. The evaluator may wish to include additional criteria. A staff member, likewise, may opt to state additional criteria of his own choice.

General Criteria

A. **Organizing and Planning for Instruction.**—Evidence of learning objectives for the lessons, units, or programs; e.g., clearly-defined objectives for the school year or more specific objectives for units of work or blocks of time.

B. **Pedagogy.**—Demonstrable expertise in the art of teaching; e.g., the use of methods or techniques appropriate to the learning tasks.

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C. **Attention to Individual Pupil Needs.**—Evidence of specific provisions for individual pupil differences; e.g., sub-grouping within the class; proper pacing; appropriate pitch or level of learning tasks; specific programs designed for independent work, remedial work, enrichment work, and the like.

D. **Extent of Student Involvement in Learning.**—Evidence that the student is an active rather than a passive participant in the learning process; e.g., the students appear to be highly motivated and interested in the learning tasks and manifest initiative; students raise questions and enter into discussions with one another.

E. **Evaluation of Student Progress.**—Evidence of clear assessment of student progress toward learning objectives; e.g., teacher-constructed test related to the initial learning objectives; thorough evaluation of student projects, reports, and the like.

F. **Contributions to the General Life of the School.**—Actively participates in activities which contribute to the well-being of the school; e.g., develops unique and innovative teaching-learning strategies or materials and shares them with other staff; serves on curriculum development or other school program committees; makes constructive proposals for improvements of the school's operations, and the like.

G. **Interpersonal Relationships.**—Evidence of positive relationships with other staff members, pupils, and parents; e.g., establishes pleasant and constructive working relationships with others; exemplifies high personal standards of professional ethics and behavior; is available to provide extra help for pupils and to discuss matters of concern with parents, and the like.

H. **Professional Development.**—Evidence of professional improvement and growth; e.g., engages in personal reading and study to stay abreast of current developments in his/her field; academic course work; attendance or participation at conferences; use of action research in his/her own area, and the like.

I.

J.

Additional Criteria Desired by Staff Member:

None desired ______________________
Initial and Date

The following desired ________________:
Initial and Date

K.

L.

M.

(Attach additional sheet if necessary)

Data Gathering

- Evaluation evidence must be either observed or otherwise documented.
- Data for evaluation should be collected over a sufficient period of time and should be maintained in the official personnel file.
- The evaluation process must be flexible enough to provide for differences in the context of staff member's assignment (characteristics of students, class size, characteristics of environment).
- The evaluation process should allow the evaluatee to gather data in support of goal attainment and to provide individual self appraisal data on an optional basis.

Administrative Evaluation Process
Cambridge School Department

CHECK LIST FOR SELF APPRAISAL

CURRICULUM AND INSTRUCTION

1. Is receptive to planned change and innovation in the curriculum. Provides for input from teachers, students, supervisors and community.

2. Assists staff in understanding their professional roles and responsibilities.

3. Demonstrates pertinent knowledge of subject matter. Provides means and materials for staff to engage in curriculum instruction.

4. Insures that teachers establish minimal performance criteria and demonstrates an awareness of student growth and development problems.

5. Considers the impact of curriculum change on the students and the community.

ADMINISTRATION AND SUPERVISION

1. Conveys a sense of enthusiasm to staff which results in staff commitment and team work.

2. Establishes mutually set goals with staff and allows staff freedom in terms of choosing means to reach these goals.

3. Provides supportive supervision as an aid to staff development.

4. Encourages the formal and informal evaluation of instructional programs.

5. Effectively deals with students' needs and problems, such as, learning difficulties, social interaction, discipline, etc.

6. Provides materials and resources to assist staff in meeting their needs in achieving their goals within budgetary limits.

PERSONNEL MANAGEMENT

1. Establishes and meets reasonable deadlines.

2. Complies with School Committee rules and regulations.

Administrative Evaluation Process
Cambridge School Department

CHECK LIST FOR SELF APPRAISAL

COMMUNITY PUBLIC RELATIONS

1. Maintains a continuous, planned program of public relations with the community through bulletins, group meetings, open house visitation.

2. Recognizes that a good community image of the school gains community support.

3. Encourages and assists teachers to actively promote good public relations through their classroom activities.

PROFESSIONAL GROWTH AND DEVELOPMENT

1. Maintains contact with current research and practice in education.

2. Engages in professional growth activities, professional reading, university courses, educational forums, conventions, and in-service seminars.

3. Contributes active educational leadership within his/her sphere of influence.

4. Encourages staff to engage in professional growth activities.

WATERTOWN PUBLIC SCHOOLS

SELF-ASSESSMENT PART I

The Watertown Public Schools are committed to allowing the staff to participate in their evaluation by submitting a self-assessment to the appropriate supervisor. This self-evaluation will be a statement of each staff member's positive contributions throughout the year. This form should be submitted before the final evaluation conference. This self-assessment may become part of the permanent record if the teacher so chooses.

NAME ______________________________ DATE __________

I do/do not want this self-assessment to become a part of my permanent record.

SIGNATURE ____________________

WATERTOWN PUBLIC SCHOOLS

SELF-ASSESSMENT PART II *(Optional)*

The comments expressed on this page will not be included in the permanent personnel file, but will be shared with the persons directly involved.

The following have/would have helped me to be more productive in achieving my goals:

NAME ______________________________ DATE __________

WEST HARTFORD, CONNECTICUT

SELF-EVALUATION
(Detailed Description)

STATE GUIDELINE

State Guideline VIII on Teacher Evaluation states: "Self-evaluation is an essential aspect of the (evaluation) program. Teachers are given the opportunity to evaluate themselves in positive and constructive ways. Opportunities are provided to each professional staff member to conduct a self-evaluation. Individuals are given the opportunity to include self-evaluation reports as part of the total evaluation report."

WEST HARTFORD

In compliance with this guideline, each West Hartford teacher is encouraged to engage in a continuous self-evaluation process preceding all phases of evaluation. In any event, it may precede the mutual setting of objectives in the Improvement of Instruction Phase of evaluation.

First, each teacher looks at his performance in relation to the position guide and job descriptors. This may be accomplished formally or informally.

FORMAL

A formal self-evaluation implies written comments and objectives, with a written report of follow-up activities. The teacher may develop a written report or use one suggested by the Joint Task Force on Evaluation.

In order to verify the evaluation, a teacher may involve a peer to act as a data gatherer.

If formal data is gathered, the following process is suggested:

DATA GATHERING

1. The teacher reviews the position guide and identifies areas for self-evaluation.
2. The teacher selects one to several job descriptors of the position guide or instructional components *(see attached)* for self-evaluation focus:
3. The teacher sets:
    a. Focus and objectives.
    b. Time frame for observations and feedback.
    c. Process and methods of securing feedback (e.g., Guided Self-Analysis, Interaction Analysis, Data Gatherer, Video Tape, Other).
4. Periodically, the teacher reviews feedback, adjusts focus, time frame, process, and methods, as necessary.

REPORT

5. The teacher makes a final analysis and prepares a self-evaluation report, including follow-up activities.

(Note: the self-evaluation report and feedback data may be included as part of the teacher's total evaluation report)

INFORMAL If a teacher participates in the self-evaluation process informally, asking and answering the following questions in relation to the position guide might be helpful:

1. What am I trying to accomplish?
2. How well am I doing?
3. How can I do better?

WEST HARTFORD PUBLIC SCHOOLS
JOINT TASK FORCE ON EVALUATION

EVALUATION WORKSHEET S-1
SELF-EVALUATION

Evaluatee ____________________ **School Year** __________

Date __________

Directions: The teacher is encouraged to complete the following self-evaluation report or ones developed individually.

---

1. Specific area(s) of position guide under self-evaluation:

2. Description of self-evaluation process:

3. Result(s) of self-evaluation:

4. Follow-up activity:

____
Signature of Evaluatee

White copy to Evaluatee
Canary copy to Evaluatee's file
(if desired)

LONGMEADOW PUBLIC SCHOOLS
Longmeadow, Massachusetts

TO:

FROM:

DATE:

RE: Evaluation Report

Attached are two copies of your formal evaluation based primarily on classroom observations. Please read the entire report. The contents of this report should be identical to the verbal feedback you received during your post observation conference. Please see me at your convenience if you have any questions regarding the report. After reading the report, please sign both copies on the space provided on the last page of the report. Your signature only indicates that you have read the report. Your signature does *not* indicate total or even partial agreement with judgments stated in the report. You have the right and are encouraged to attach any statement of agreement or disagreement. The contents of this report are confidential. Please return one signed copy of the attached report within six (6) days after receiving the report.

CONFIDENTIAL

LONGMEADOW PUBLIC SCHOOLS
Longmeadow, Massachusetts

Appraisal of Teacher Performance for the Improvement of Instruction

Evaluator: ______________________________

Teacher: ______________________________

School: ______________________________

Pre Observation Conference Held On: ______________________

Observations:

Date	Period/Time	Grade/Subject/Course

Post Observation Conference Held On: ______________________

Date this report was given to the teacher: ______________________

LONGMEADOW PUBLIC SCHOOLS
Longmeadow, Massachusetts

Professional Performance Report—NON-TENURE Teachers

Teacher ______________ School ______________ Dept./Grade ______________

Yrs. Exp. ______ Yrs. Longmeadow ______ Yrs. Present School ______ No. of Observations ______

Fill in boxes and comment where applicable: **Key:** 1-Excellent 2-Satisfactory 3-Needs Improvement

	A. Up-to-date knowledge of subject ______________
	B. Preparation of lesson plan ______________
	C. Use of new and varied materials and equipment ______________
	D. Effectiveness of instruction ______________
	E. Enthusiasm ______________
	F. Control of students ______________
	G. Rapport with students ______________
	H. Rapport with parents ______________
	I. Rapport with staff ______________
	J. Rapport with administration ______________
	K. Contribution to students beyond the classroom ______________
	L. Contribution to the school and/or teaching profession ______________
	M. Enforcement of and compliance with school regulations ______________

Teacher absences from 1st. day of school to ______________ *(Date)*
Number of days absent ______________

______________ *Teacher* ______________ *Dept. Chairman* ______________ *Principal*

______________ *Date of Report* ______________ *Dates of Conferences* ______________ *Recommended for employment:* Yes or No

(Comment on back if you wish.)

LONGMEADOW PUBLIC SCHOOLS
Longmeadow, Massachusetts

Professional Performance Report—TENURE Teachers

Teacher____________ School ____________ Dept./Grade____________

Yrs. Exp.______ Yrs. Longmeadow______ Yrs. Present School______ No. of Observations ______

Comments:

____________Dept. Chairman

Comments:

____________Principal

Comment if you wish:

____________Teacher

Teacher absences from 1st. day of school to____________*(Date)*
Number of days absent____________

Date of Report	*Dates of Conferences*	*Recommended for Increment*

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ANDOVER PUBLIC SCHOOLS
ANDOVER, MASSACHUSETTS

EFFECTIVE TEACHING PERFORMANCE RATING SCALE

TEACHER__________ EVALUATOR(S) __________ SCHOOL__________ DATE__________

TO WHAT EXTENT DOES THE TEACHER EXHIBIT THE FOLLOWING STANDARDS:	Seldom				Consistently
INSTRUCTIONAL IMPLEMENTATION					
1. Exhibits cognitive clarity in presentations.	1	2	3	4	5

Statement:

2. Generates enthusiasm, excitement, and/or interest during presentation.	1	2	3	4	5

Statement:

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EFFECTIVE TEACHING PERFORMANCE RATING SCALE *(continued)*

3. Makes use of variety in presentation. 1 2 3 4 5

Statement:

4. Is task-oriented and exhibits business-like behavior; is able to provide for smooth classroom activity transition and monitor the class doing more than one thing at a time. 1 2 3 4 5

Statement:

5. Provides for student interaction and involvement in the presentation. 1 2 3 4 5

Statement:

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EFFECTIVE TEACHING PERFORMANCE RATING SCALE *(continued)*

6. Creates positive student-teacher rapport. 1 2 3 4 5

Statement:

INSTRUCTIONAL PLANNING

7. Selects and generates definable instructional objectives and plans. 1 2 3 4 5

Statement:

8. Achieves instructional objectives with diverse kinds of learners. 1 2 3 4 5

Statement:

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EFFECTIVE TEACHING PERFORMANCE RATING SCALE *(continued)*

9. Displays professional attitude.	1	2	3	4	5

Statement:

10. Shows evidence of professional growth.	1	2	3	4	5

Evaluator's recommendation:

Evaluator(s) Signature(s): ____________________

I have read this report.
Teacher's Signature: ____________________ Date__________

Teacher's Comments:

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ANDOVER PUBLIC SCHOOLS
ANDOVER, MASSACHUSETTS

INSTRUCTIONAL IMPROVEMENT PLAN
1979-1980

TEACHER ______________________ SCHOOL ______________________

Standard/Area for Growth	Key Targets	Plan for Professional Growth	Expected Date of Completion	Evaluation

Approval of Instructional Improvement Plan

Teacher ______________________ Date ______________

Evaluator(s) ______________________ Date ______________

______________________ Date ______________

Appendix D

ANDOVER PUBLIC SCHOOLS
ANDOVER, MASSACHUSETTS

Review of Instructional Improvement Plan

TEACHER ______________________________ SCHOOL ______________________

Evaluator(s) Signature: ______________________________ Date ____________

______________________________ Date ____________

I have read this review.
Teacher's Signature: ______________________________ Date ____________

Teacher's Comments:

CAMBRIDGE SCHOOL DEPARTMENT

PROGRESS REVIEW FORM

EVALUATEE ______________________ EVALUATOR ______________________

POSITION ______________________ POSITION ______________________

DATE OF FINAL CONFERENCE __________ DATE OF FINAL REPORT __________

ASSESSMENT OF GOALS ESTABLISHED IN ADEV 300:

RECOGNITION OF ACHIEVEMENT AND PERSONAL GROWTH:

Evaluatee Signature	*Date*	*Evaluator Signature*

The evaluatee's signature indicates that the evaluatee and evaluator have discussed this evaluation. The signature does not necessarily indicate agreement with the evaluator.

CAMBRIDGE SCHOOL DEPARTMENT

GOAL SETTING AGREEMENT
ADMINISTRATIVE EVALUATION PROCESS

EVALUATEE ____________________ (*Signature*) DATE ________ EVALUATOR ____________________ (*Signature*)

____
EVALUATEE POSITION

____
EVALUATOR POSITION

I. AREA OF CONCENTRATION AND REASON FOR SAME:

Consider organization goals, job description, personal goals, and past observations. Do not list more than five (5).

II. KEY JOB OBJECTIVES:

List the major task(s) to be addressed in relation to each area recorded in #I.

III. SPECIFIC PERFORMANCE INDICATORS:

Describe desired results in terms of observable quality standards and dates related to each major objective recorded in #II. Both objectives and results may be changed in future review sessions.

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_________Special
_________Weekly
_________Monthly
_________Quarterly

CAMBRIDGE SCHOOL DEPARTMENT

STATUS REPORT

TO:__________________ FROM:__________________ DATE__________________

CONCERNS WITH WHICH ASSISTANCE IS NEEDED TO PURSUE ESTABLISHED OBJECTIVES:

EVENTS AND CONDITIONS ABOUT WHICH YOU SHOULD BE AWARE:

Optional Form: *May be submitted at any time in the process.*

CAMBRIDGE SCHOOL DEPARTMENT
9/79 ADEV 600-1

MATRIX
SCHOOL—ADMINISTRATOR
EVALUATION

School____________________

Administrator____________________

# of Staff____________________

# of Respondents____________________

Level of Response	1	2	3	4
1. Does your supervisor serve as a resource of current practices and trends in his/her area of expertise?				
2. Does your supervisor provide materials and equipment that has been agreed upon by both of you?				
3. Does your supervisor encourage your initiative in innovation?				
4. Does your supervisor see that curriculum is reasonably adhered to without stifling innovation?				
5. When innovation is attempted, does your supervisor help you to assess the project?				
6. Does the staff have input into staff meeting agendas?				
7. Does your supervisor encourage a full range of opinions at staff meetings?				
8. Are your supervisor's meetings pertinent and informative?				
9. Does your supervisor assist you in effecting a solution in dealing with discipline problems?				
10. Can you depend on your supervisor to keep his/her commitments?				
11. Is your supervisor decisive?				
12. Does your supervisor generally inform you in advance of impending changes that affect you?				
13. Does your supervisor admit it when he/she is wrong?				
14. When you want to see your supervisor, is he/she available?				
15. Do you find talking with your supervisor a positive experience?				
16. When you talk with your supervisor do you feel that an honest exchange of ideas is possible?				

CAMBRIDGE SCHOOL DEPARTMENT
9/79 ADEV 600-1

MATRIX
SCHOOL—ADMINISTRATOR
EVALUATION

School____________________

Administrator____________________

# of Staff____________________

# of Respondents____________________

Level of Response	1	2	3	4
17. Does your supervisor welcome your suggestions?				
18. Is your supervisor as willing to compliment you for good work as he/she is to find fault with your mistakes?				
19. When you make a mistake, does your supervisor—in a constructive way—discuss it with you?				
20. Does your supervisor realize the problems and difficulties that confront you in carrying out your responsibilities?				
21. When your supervisor gives you instructions, are they sound and clearly stated?				
22. When you complain about something to your supervisor, does he/she listen and discuss the matter in a fair, logical way?				
23. Does your supervisor encourage you to assist in the evaluation of on-going projects?				
24. Does your supervisor assist you in solving difficulties with inter-personal relationships?				

CAMBRIDGE SCHOOL DEPARTMENT STAFF EVALUATION FORM—ADMINISTRATORS

Date of Evaluation ____________________

Effective Date of Administrative Assignment in Cambridge ____________________

Evaluatee ____________________ Administrative Title ____________________

Evaluator ____________________ Administrative Title ____________________

Years Teaching Experience In Cambridge ____________

Rating:
5 Highly Competent
4 Commendable
3 Satisfactory
2 Needs Improvement
1 Unsatisfactory
NA Not applicable (for this application)

I. Work Attitudes:	5	4	3	2	1	NA
1. Demonstrates professional-task oriented behavior	☐	☐	☐	☐	☐	☐
2. Adheres to Cambridge School Department policies and curriculum ..	☐	☐	☐	☐	☐	☐
3. Contributes to the harmonious operation of the School Department .	☐	☐	☐	☐	☐	☐
4. Demonstrates punctuality	☐	☐	☐	☐	☐	☐
5. Demonstrates promptness and accuracy with records and reports	☐	☐	☐	☐	☐	☐
6. Adheres to contractual agreements with staff	☐	☐	☐	☐	☐	☐

Comments: ____

____

____

II. Effective Administrative Techniques:	5	4	3	2	1	NA
1. Demonstrates knowledge and understanding of subject matter	☐	☐	☐	☐	☐	☐
2. Demonstrates knowledge of various materials/activities to support effective teaching	☐	☐	☐	☐	☐	☐
3. Demonstrates creativity in staff development	☐	☐	☐	☐	☐	☐
4. Demonstrates creativity in curriculum development	☐	☐	☐	☐	☐	☐
5. Uses motivational techniques..	☐	☐	☐	☐	☐	☐
6. Provides for staff interaction	☐	☐	☐	☐	☐	☐
7. Encourages staff self-evaluation....................................	☐	☐	☐	☐	☐	☐
8. Utilizes community resources..	☐	☐	☐	☐	☐	☐
9. Seeks and utilizes advice and assistance of system's resource persons	☐	☐	☐	☐	☐	☐

	5	4	3	2	1	NA
10. Is receptive to change and innovation in the curriculum	☐	☐	☐	☐	☐	☐
11. Assists staff in understanding their professional roles and responsibilities	☐	☐	☐	☐	☐	☐
12. Effectively resolves students discipline problems	☐	☐	☐	☐	☐	☐
13. Effectively evaluates programs	☐	☐	☐	☐	☐	☐
14. Maintains effective record-keeping	☐	☐	☐	☐	☐	☐

Comments: ______________________________

____

____

III. Management Techniques:	5	4	3	2	1	NA
1. Demonstrates organizational skills	☐	☐	☐	☐	☐	☐
2. Demonstrates budgetary skills	☐	☐	☐	☐	☐	☐

Comments: ______________________________

____

____

IV. Interpersonal Relationships:	5	4	3	2	1	NA
1. Relates effectively with students, professional staff and other administrators	☐	☐	☐	☐	☐	☐
2. Relates effectively with other school personnel	☐	☐	☐	☐	☐	☐
3. Cooperates with community agencies	☐	☐	☐	☐	☐	☐
4. Promotes direct communication between school and parents	☐	☐	☐	☐	☐	☐

Comments: ______________________________

____

____

V. Personal Qualities: *(Please include some of the following attributes in your comments:* sensitivity, enthusiasm, sense of humor, perceptiveness, communication ability, fairness, and consistency.)

Comments. ______________________________

____

____

VI. Professional Growth Activities *(Optional)*

Potential for Excellence *(Optional)*

The evaluatee's signature indicates that the evaluatee and the evaluator have discussed this evaluation. It does not necessarily indicate agreement with the evaluator.

Evaluatee's Signature *Date*

Evaluator's Signature *Date*

Brookline Public Schools

EVALUATION OF SUPERVISOR

Name of Supervisor____________________ School____________________

Directions: Please read each question carefully. Circle the number that most nearly reflects your opinion using one (1) as the most positive opinion and four (4) as the most negative opinion.

If you desire, provide additional comment on line below the question.

1 2 3 4 (1) Do you find talking with your supervisor a positive experience?

1 2 3 4 (2) Is your supervisor easy to get along with?

1 2 3 4 (3) Does your supervisor welcome your suggestions?

1 2 3 4 (4) Is your supervisor as willing to compliment you for good work as he is to find fault with your mistakes?

1 2 3 4 (5) When you make a mistake, does your supervisor—in a constructive way—discuss it with you?

1 2 3 4 (6) Does your supervisor realize the problems and difficulties that confront you in carrying out your responsibilities?

1 2 3 4 (7) When you talk with your supervisor do you feel that an honest exchange of ideas is possible?

1 2 3 4 (8) When your supervisor gives instructions to you do they seem sound?

1 2 3 4 (9) When your supervisor gives you instructions, are they clearly stated?

1 2 3 4 (10) When you are dealing with your supervisor on a problem, does he have the ability to ask questions which get at the heart of the matter?

1 2 3 4 (11) Does your supervisor usually let you know how you are doing?

1 2 3 4 (12) When you complain about something to your supervisor, does he listen and discuss the matter in a fair, logical way?

1 2 3 4 (13) When you want to see your supervisor, is he available?

1 2 3 4 (14) Can you depend on your supervisor to keep his commitments?

1 2 3 4 (15) Is your supervisor decisive?

1 2 3 4 (16) Does your supervisor generally inform you in advance of impending changes that affect you?

1 2 3 4 (17) Does your supervisor admit it when he is wrong?

1 2 3 4 (18) Does your supervisor serve as a resource of current practices and trends in his area of expertise?

1 2 3 4 (19) Does your supervisor allow you an opportunity to participate in staff meetings?

1 2 3 4 (20) Does your supervisor encourage a full range of opinions at staff meetings?

1 2 3 4 (21) Are your supervisor's meetings informative?

1 2 3 4 (22) Is the agenda for staff meetings wisely selected?

1 2 3 4 (23) Does your supervisor assist you in effecting a solution in dealing with disciplinary problems?

1 2 3 4 (24) Does your supervisor provide materials and equipment that has been agreed upon by both of you?

1 2 3 4 (25) Does your supervisor encourage your initiative in innovation?

1 2 3 4 (26) Does your supervisor see that curriculum is reasonably adhered to without stifling innovation?

1 2 3 4 (27) When innovation is attempted, does your supervisor help you to assess the project?

1 2 3 4 (28) Does your supervisor encourage you to assist in the evaluation of on-going projects?

1 2 3 4 (29) Does your supervisor assist you in solving difficulties with inter-personal relationships?

GENERAL COMMENTS:

Teacher's Signature

If there are questions which you feel should have been asked but were not, please write them below and supply your answer.

WAKE COUNTY (NORTH CAROLINA)

SUGGESTED STUDENT/TEACHER EVALUATION OF PRINCIPAL

	YES	NO
1. The principal is usually available and easy to talk with.		
2. The principal has clear ideas of what good education is and strives to communicate those ideas to others.		
3. The principal is a good resources person and problem solver.		
4. The principal listens to and involves students, parents, and teachers in major school-wide decisions.		
5. The principal allows other people to make decisions and gives them the authority to implement those decisions.		
6. The principal tries to solve issues fairly and mostly avoids being partial or biased.		
7. The principal is usually pleasant to be around and shows his sense of humor.		
8. The principal exerts leadership in encouraging and generating ideas for improving the instructional program.		
9. The principal is genuinely concerned about the welfare of the students, faculty, staff, and community.		
10. The principal is willing to make hard decisions and explain why.		
11. The principal tries to make the school clean, attractive, and safe.		

12. The thing I like best about the principal is ______________________________

13. The principal would be more effective if ______________________________

GENERAL COMMENTS:

(Optional)

WAKE COUNTY
SUGGESTED STUDENT EVALUATION OF TEACHERS
(Early Grades)
TO BE ADMINISTERED ORALLY

Form A (K-1)	Form B (2-3)
My teacher plans things that are fun to do in school. ☐YES ☐NO ☐SOMETIMES	My teacher plans interesting and exciting things to do in school. ☐YES ☐NO ☐SOMETIMES
My teacher lets me make up my own mind about some things I do in school. ☐YES ☐NO ☐SOMETIMES	My teacher lets me choose things to do in school. ☐YES ☐NO ☐SOMETIMES
My teacher seems to like all the children in the class. ☐YES ☐NO ☐SOMETIMES	My teacher seems to like all the children in the class. ☐YES ☐NO ☐SOMETIMES
My teacher is always willing to help me when I need it. ☐YES ☐NO ☐SOMETIMES	My teacher is always willing to help me when I need it. ☐YES ☐NO ☐SOMETIMES
I would rather be at school than stay at home. ☐YES ☐NO ☐SOMETIMES	I would rather be at school than stay at home. ☐YES ☐NO ☐SOMETIMES
My teacher is nice to children. ☐YES ☐NO ☐SOMETIMES	My teacher is nice to children. ☐YES ☐NO ☐SOMETIMES
My teacher talks so loudly that it hurts my ears. ☐YES ☐NO ☐SOMETIMES	My teacher talks so loudly that it hurts my ears. ☐YES ☐NO ☐SOMETIMES
My classroom is a pretty place. ☐YES ☐NO ☐SOMETIMES	My classroom is a pretty place. ☐YES ☐NO ☐SOMETIMES
I like how I do in school. ☐YES ☐NO ☐SOMETIMES	I like how I do in school. ☐YES ☐NO ☐SOMETIMES

(Optional)

WAKE COUNTY
SUGGESTED STUDENT EVALUATION OF TEACHERS
(Middle Grades)

	YES	NO
1. The teacher really understands and knows the subject he/she teaches.		
2. The teacher makes the subject interesting by using different techniques.		
3. The teacher makes me feel that learning is really important.		
4. The teacher gets students to find answers to questions.		
5. The teacher finds ways to help students who need special help.		
6. The teacher is fair with students and doesn't show favoritism.		
7. The teacher listens to students who come to him/her with problems.		
8. The teacher is a fair grader and is willing to listen when students disagree.		
9. The teacher keeps the class well organized without threatening him.		
10. The teacher is a pleasant person to be around.		
11. The teacher is best when he/she ______________		
12. The teacher would be better if he/she ______________		

GENERAL COMMENTS:

(Optional)

WAKE COUNTY
SUGGESTED STUDENT EVALUATION OF TEACHERS
(Upper Grades)

	YES	NO
1. The teacher shows a clear understanding of the subject he/she teaches.		
2. The teacher does a good job of presenting the subject in an interesting and varied way.		
3. The teacher works to find ways to motivate students to learn.		
4. The teacher encourages creative responses to the subject by asking penetrating questions.		
5. The teacher gives special help to students with special needs.		
6. The teacher is fair in dealing with students and avoids showing favoritism.		
7. The teacher is a good listener and trys to counsel students who come to him/her with problems.		
8. The evaluation techniques the teacher uses are fair and open to negotiation.		
9. The classroom environment is well organized and productive without being threatening.		
10. The teacher is a pleasant person to be around.		
11. The teacher's strongest assest is ______		
12. The teacher would probably be a better teacher if ______		

GENERAL COMMENTS:

THE PUBLIC SCHOOLS OF BROOKLINE, MASSACHUSETTS

PARENT COMMENT SHEET

Directions for Use: Parents wishing to comment on their child's school experience are invited to fill out the following comment sheet. Additional paper may be used. Although signatures are optional, parents are encouraged to sign the comment sheet in order to allow communication between the parent and supervisor (or teacher) which is often constructive. After completing the comment sheet, parents may forward the sheet directly to the teacher or to the appropriate supervisor (principal, chairperson, or director). It should be remembered that both positive and negative comments about your child's school experience can be beneficial.

Date __________________________

Teacher's Name ____________________

Questions:

1. Do you have any general comments about your child's school experience?

2. Have you shared these comments with your child's teacher? How did the teacher respond?

3. Do you find it easy to communicate with your child's teacher? Explain.

4. If your child has had problems, how have they been handled?

5. Please use the space below for further comments you may have.

Signature ________________________
(optional)

Approved 6/5/78
Brookline School Committee

Walpole, Massachusetts, Public Schools

Personnel Files:

1. There shall be only one (1) file for each teacher maintained by the superintendent which shall contain all data relevant to the work performance of the teacher except as provided below:

   a. Principal/Supervisor will maintain originals of observation reports written by them and signed by the teacher observed together with any written responses submitted by the teacher.

   b. Duplicate copies of written summary evaluations may be retained in the principal/supervisor's file until a teacher attains tenure at which time the principal/supervisor's copies shall be destroyed. No other file of a tenured teacher's written evaluations shall be maintained other than the file maintained in the Superintendent's Office.

   c. Only the following information should be maintained in the personnel file:

      1) Educational background materials and vitae.

      2) Annual summary evaluation reports with backup materials when appropriate to substantiate the report.

      3) Materials, such as letters of commendation, or newspaper articles, which the teacher requests.

      4) Complimentary materials, which the supervisor submits with the consent of the teacher.

      5) Payroll and attendance information.

      6) Derogatory material inserted pursuant to subsection 4 below, provided that materials dealing with the processing of a grievance will be separately filed as required in Article IV, E, 3.

2. Upon written request, the Superintendent will make available to a teacher his/her personnel file and he/she will be permitted to make copies of any materials therein.

3. A teacher will be entitled to have an appropriate representative of the Association accompany him/her during any review of his/her personnel file.

4. No material derogatory to a teacher's conduct, service, character, or personality will be placed in any file unless the teacher has had the opportunity to review such material and affix his/her signature to the copy to be filed with the express understanding that such signature in no way indicated agreement with the contents thereof. The teacher will also have the right to submit a written answer to such material within five days, and his/her answer shall be reviewed and signed by the Superintendent and attached to the file copy.

5. Materials in any teacher's file shall be available only to the teacher or his designated representative and the Superintendent or Assistant to the Superintendent.

6. The Superintendent shall insure that materials placed in a teacher's file shall be accurate beyond a reasonable doubt.

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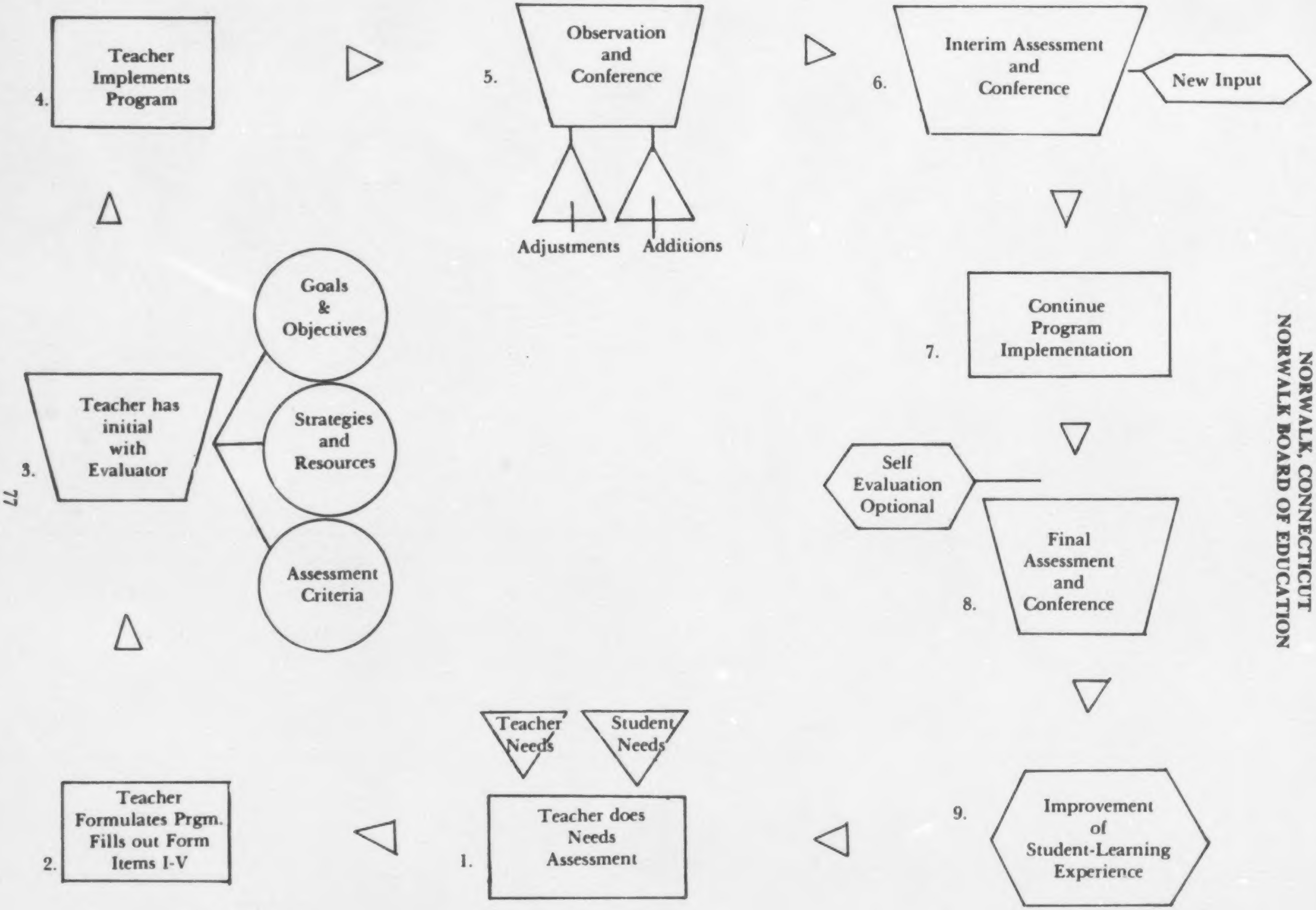
4. Teacher Implements Program
5. Observation and Conference
Adjustments
Additions
6. Interim Assessment and Conference
New Input
7. Continue Program Implementation
Self Evaluation Optional
8. Final Assessment and Conference
9. Improvement of Student-Learning Experience
Teacher Needs
Student Needs
1. Teacher does Needs Assessment
2. Teacher Formulates Prgm. Fills out Form Items I-V
3. Teacher has initial with Evaluator
Goals & Objectives
Strategies and Resources
Assessment Criteria

NORWALK, CONNECTICUT
NORWALK BOARD OF EDUCATION

Feedback Process

- All evaluations should be communicated in writing to the persons being evaluated.
- The evaluation process should provide recognition for positive performance as well as inadequacies in performance.
- The evaluation process should encourage creativity.

WELLESLEY

TECHNIQUES OF EVALUATION

There will be two techniques of evaluation. The first technique requires the Evaluator to describe and assess in narrative form the Evaluatee's performance relative to the professional responsibilities outlined in the first seven criteria in the section entitled "Criteria for Evaluation." The first seven criteria represents a comprehensive description of areas of responsibility, identifying for both the Evaluatee and Evaluator what is expected from staff members. The eighth criterion, "Performance Objectives," is an integral part of the evaluation process for every Unit A staff member but involves a technique somewhat different from the other criteria used in the assessment of the Evaluatee's performance. The technique requires the Evaluatee and Evaluator to formulate and agree upon specific objectives at the beginning of each school year, objectives which make explicit the several priorities which the Evaluator and Evaluatee agree will receive particular attention during the year. For the 1979-80 school year all Unit A staff members and their evaluators will agree upon two (2) performance objectives. Thereafter, they will agree upon at least two but no more than five objectives. It is emphasized here that the eighth criterion is one of eight criteria and will be given no disproportionate, preconceived weighting relative to the other seven. All criteria must be considered in evaluating the teacher's performance, and since the evaluation procedure requires specificity and candor in evaluating all aspects of performance, any of the eight criteria may be highlighted as areas in which performance is commended or improvements are recommended.

Except in situations involving non-tenured staff reappointments, an Evaluator should not characterize the overall performance of a teacher. Rather, characterization of performance should be limited to each of the criteria headings with clear reference to such objective information as specific incidents, situations, or events.

SUGGESTIONS FOR THE SUPERVISOR WHEN RECORDING DATA

1. Focus on strengths

   Are most of the statements positive and specific? The key to motivation is success. Will the supervisee feel "motivated" after having read this evaluation?

2. Focus on behaviors (specifics)

   Are there several examples of direct behavior statements in the evaluation? The key to good reinforcement is to recognize specific behaviors—will the supervisee know specifically what it is that has been done well? Will the supervisee know specifically what needs to be altered?

3. Focus on areas of consensus

   Will the supervisee believe the statements you made? Remember you are writing the evaluation to and for the supervisee. Will the supervisee be able to accept the judgments you made as being true? Will the supervisee say after reading this evaluation: "Yes, this describes me. It's a fair evaluation," or will he/she say: "Wow! He/She said all this stuff, but you can sure tell he/she doesn't know what I do in the classroom!"

4. Focus on the "truth"

   Will you be able to document (informally for the most part) the statements you make? After we write each statement, we should ask ourselves—is that really true? Can I defend that statement? Often times the following lead statements and phrases may be helpful:

   4.1 "...from my observation I saw..."
   4.2 "...several students have said that..."
   4.3 "...this supervisee has indicated that..."

5. Focus on "Growing Edges" not weaknesses

   Will the supervisee see areas in which you suggest improvement as areas in which he/she can improve? Are your comments about ways to do better achievable and specific? Most of us want to get better. Do your statements help more or hurt more?

QUINCY PUBLIC SCHOOLS

CLINICAL SUPERVISION PROGRAM FOR EVALUATION

PRE-OBSERVATION AGREEMENT

The Quincy Public Schools is a learner responsive, performance-based school system whose primary mission is to assist all learners in becoming competent as:

- **Self-fulfilling Individuals**
- **Citizens**
- **Workers**

in a world that is maximally effective for all.

Supervisee ________________________ Position ________________________

Supervisor ________________________ Position ________________________

School/Department ____

Tenured ________ Non-Tenured: 1st. ________ 2nd. ________ 3rd. ________

Date of Pre Observation Agreement

Identify the domain and those competencies that relate to the objectives mutually agreed upon as areas of growth. The criteria contained in each objective will be used as benchmarks in the evaluation conference.

Select the domain and competencies from the competency indicator document that directly refers to the supervisee's role.

Document No./Domain **Competency**

Mutually Agreed Upon Objectives:

A. Specific Objective

Plan of Action

Method of Assessment

B. Specific Objective

Plan of Action

Method of Assessment

C. Specific Objective

Plan of Action

Method of Assessment

Others:

Supervisee's Comments:

Supervisor's Comments:

Supervisee's Signature	*Date*
Supervisor's Signature	*Date*

*Note: The signature of the supervisee indicates that he or she has read this report and has knowledge of its content.

Phase II
Form B-1

QUINCY PUBLIC SCHOOLS

CLINICAL SUPERVISION PROGRAM FOR EVALUATION

DATA COLLECTION FORM

The Quincy Public Schools is a learner responsive, performance-based school system whose primary mission is to assist all learners in becoming competent as:

- **Self-fulfilling Individuals**
- **Citizens**
- **Workers**

in a world that maximally effective for all.

Supervisor ______________________________ Position ______________________________

Supervisor ______________________________ Position ______________________________

School/Department ________________________

Date of Observation ________________________

Professional Domain—The professional staff of the Quincy Public Schools recognizes that standards of performance and professional responsibilities exist which, though not directly related to the specific instructional tasks, are reflective of the professional educator. The following represent this area:

Competencies (Reference competencies appropriate to the objectives stated in the Pre-Observation Agreement)	Meeting Role Expectancy	Need For Improvement	Indicators

Comments:

PHASE II
Form B-1

Instructional Domain—The goals of the Quincy Public Schools are to assist all learners to become competent as self-fulfilling individuals, citizens, and workers in a world that is maximally effective for all. It is for this reason that competency indicators in the instructional domain are identified for all professional staff. They serve to delineate the instructional performance and thereby, assist in the supervision of the instructional program.

Competencies (Reference competencies appropriate to the objectives stated in the Pre-Observation Agreement).	Meeting Role Expectancy	Need For Improvement	Indicators

Comments:

Non-Instructional Domain—The professional staff as part of its role within the Quincy Public School System is required to fulfill daily maintenance tasks. These tasks are those duties and responsibilities expected of it in order that the mission of the school system may be maintained.

The competency indicators in this domain, as those in the professional domain, relate directly to total professional performance.

Competencies (Reference Competencies appropriate to the objectives stated in the Pre-Observation Agreement).	Meeting Role Expectancy	Need For Improvement	Indicators

Comments:

Copy to given to supervisee by supervisor.

**To be used solely for collection of data. Information gathered on this instrument is to be shared by supervisor and supervisee as a preliminary to the Observation Report/Form B-2.*

QUINCY PUBLIC SCHOOLS
CLINICAL SUPERVISION PROGRAM FOR EVALUATION
OBSERVATION REPORT

The Quincy Public Schools is a learner responsive, performance-based school system whose primary mission is to assist all learners in becoming competent as:

- **Self-fulfilling Individuals**
- **Citizens**
- **Workers**

in a world that maximally effective for all.

Supervisee Position____

Supervisor Position____

School/Department

Activity Observed

Dates Of Observation

This report will contain an up-date on those objectives indentified by the team. (Refer to Form A). It is based on a review of all data gathered during the observations. (Refers to Form B-1).

Data recorded by supervisor must reflect the objectives mutually agreed upon in the pre-observation conference.

Special Strengths:

Phase II
Form B-2

Identify Areas For Growth:

Ways In Which The Supervisor Has Helped Or Plans To Help The Supervisee In The Achievement Of The Mutually Agreed Upon Objectives.

Supervisee Comments: (Optional)

Signature of Supervisee	*Date*
Signature of Supervisor	*Date*

*Note: The signature of the supervisee indicates that he or she has read this report and has knowledge of its content.

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QUINCY PUBLIC SCHOOLS

CLINICAL SUPERVISION PROGRAM FOR EVALUATION

CONFERENCE FORM

The Quincy Public Schools is a learner responsive, performance-based school system whose primary mission is to assist all learners in becoming competent as:

- **Self-fulfilling Individuals**
- **Citizens**
- **Workers**

in a world that maximally effective for all.

Supervisee ________________________ **Position** ________________________

Supervisor ________________________ **Position** ________________________

School/Department ____

Date of Conference ____

Supervisor's Comments:

Supervisee's Comments:

____
Signature of Supervisee *Date*

*Note: The signature of the supervisee indicates that he or she has read this report and has knowledge of its content.

____
Signature of Supervisor *Date*

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QUINCY PUBLIC SCHOOLS

CLINICAL SUPERVISION FOR EVALUATION PROGRAM

SUMMATIVE EVALUATION REPORT

The Quincy Public Schools is a learner responsive, performance-based school system whose primary mission is to assist all learners in becoming competent as:

- **Self-fulfilling Individuals**
- **Citizens**
- **Workers**

in a world that maximally effective for all.

Evaluatee ______________________ Position ______________________

Evaluator ______________________ Position ______________________

School/Department ____

The evaluator is to evaluate the evaluatee's performance with reference to the achievement of the mutually agreed upon objectives. Use a separate form for each objective.

Date of Observations/contacts: ______________________

____

____

____

____

____

____

PHASE V
Form D

1. General statement of problem area (s): (including strengths and weaknesses)

2. Objective:

3. Summary of help given:

4. Comprehensiveness of observations:

5. Evaluation of objective:

PHASE V
Form D

6. Recommendations and/or comments:

7. Evaluatee's comment: (optional)

Signature of Evaluatee *Date*

Signature of Evaluator *Date*

*Note: The signature of the evaluatee indicates that he or she has read this report and has knowledge of its content.

Date Submitted to Main Office

One copy to the Evaluatee
One copy to the Evaluator
One Copy to the Assistant Superintendent for Plant, Business and Personnel

QUINCY PUBLIC SCHOOLS
CLINICAL SUPERVISION PROGRAM FOR EVALUATION
TEACHER'S PROFESSIONAL GROWTH PLAN
OPTIONAL

The Quincy Public Schools is a learner responsive, performance-based school system whose primary mission is to assist all learners in becoming competent as:

- **Self-fulfilling Individuals**
- **Citizens**
- **Workers**

in a world that maximally effective for all.

_______________________________ Name of Teacher

_______________________________ Date Form Completed

This form is to be completed in duplicate with one copy given to your appropriate supervisor. One copy is to be retained by you. These statements should reflect your priorities for the year and be reviewed in conference as a part of the total clinical supervision process. It is expected that no more than two or three areas will be emphasized in a year. However, final evaluation will be based on total performance.

I expect to focus my teaching this year in the following areas:

1. Subject knowledge:

   a. ______________________________

   b. ______________________________

2. Instructional techniques and application:

   a. ______________________________

   b. ______________________________

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FORM E

3. Individualizing instruction:

a. ______________________________

b. ______________________________

4. Planning and sharing instructional goals with students:

a. ______________________________

b. ______________________________

5. Humanizing the treatment of students:

a. ______________________________

b. ______________________________

6. Contribution and participation in professional responsibilities:

a. ______________________________

b. ______________________________

7. Curriculum development and improvement within the schools:

a. ______________________________

b. ______________________________

8. Personal and/or professional growth:

a. ______________________________

b. ______________________________

9. Other (please define):

a. ______________________________

b. ______________________________

10. Other (please define):

QUINCY PUBLIC SCHOOLS

CLINICAL SUPERVISION PROGRAM FOR EVALUATION

ADMINISTRATOR'S PROFESSIONAL GROWTH PLAN

Optional

The Quincy Public Schools is a learner responsive, performance-based school system whose primary mission is to assist all learners in becoming competent as:

- **Self-fulfilling Individuals**
- **Citizens**
- **Workers**

in a world that is maximally effective for all.

____________________________ Administrator's Name

____________________________ Date Form Completed

This form is to be completed in duplicate with one copy given to your appropriate supervisor,and one copy retained by you. These statements should reflect your priorities for the year and may be reviewed in conference as a part of the total evaluation procedure. It is expected that no more than two or three areas will be emphasized in a year. However, final evaluation will be based on total performance.

I expect to focus my administrative abilities in the following areas:

1. Opening lines of communication:

   a. ____

   b. ____

2. Instructional leadership and follow-through:

   a. ____

   b. ____

3. Sharing and delegating responsibility:

   a. ____

   b. ____

4. Curriculum development and review:

   a. ____

   b. ____

5. :Community involvement and information:

    a. ______________________________

    b. ______________________________

6. Streamlining administrative routine:

    a. ______________________________

    b. ______________________________

7. Faculty growth and development:

    a. ______________________________

    b. ______________________________

8. Student services and management:

    a. ______________________________

    b. ______________________________

9. Interpersonal relations with those who share the school with me:

    a. ______________________________

    b. ______________________________

10. Other (please define):

    a. ______________________________

    b. ______________________________

LONGMEADOW SUPERINTENDENT'S APPRAISAL CHECK LIST

Longmeadow, Massachusetts

Scoring Instructions: Please assess the Superintendent's performance by scoring each item. A score of (1) is the lowest possible schore and connotes gross incompetence; a score of (9) indicates excellent and/or commendable performance. Your appraisal is a serious and responsible assignment. The superintendent wants to know his level of performance as perceived by the School Committee and his colleagues.

Areas of Responsibility	Unsatis-factory			Satis-factory			Commend-able			Comments
	1	2	3	4	5	6	7	8	9	
A. Relationships with the School Committee										
1. Keeps the School Committee informed on issues, needs, and operation of the school system.										
2. Offers professional advice to the School Committee on items requiring Committee action, with appropriate recommendations based on thorough study and analysis.										
3. Interprets and executes the intent of School Committee policy.										
4. Seeks and accepts constructive criticism of his work.										
5. Informs and advises the School Committee about the programs, practices, and problems on the schools, and keeps the Committee informed of the activities operating under the Committee's authority.										
6. Has a harmonious working relationship with the School Committee.										
7. Understands his role in administration of School Committee policy, makes recommendations for employment or promotion of personnel in writing and with supporting data; and accepts responsibility for his recommendations. If the recommendation is not accepted by the Committee, he willingly finds another person to recommend.										
8. Accepts his responsibility for maintaining liaison between the School Committee and personnel, working toward a high degree of understanding and respect between the staff and the Committee and the Committee and the staff.										
9. Remains impartial toward the School Committee, treating all Committee members alike.										
10. Refrains from criticism of individual or group members of the School Committee.										

Areas of Responsibility	Unsatisfactory			Satisfactory			Commendable			Comments
	1	2	3	4	5	6	7	8	9	
11. Goes immediately and directly to the School Committee when he feels an honest objective difference of opinion exists between him and any or all members of the Committee, in an earnest effort to resolve such difference immediately.										
12. Bases his position with regard to matters discussed by the School Committee upon sound educational principle and is willing to maintain that position without regard for its popularity until an official position has been reached, after which time he supports the decision of the Committee, as long as he remains in its employ.										
B. Community Relationships										
13. Gains respect and support of the community on the conduct of the school operation.										
14. Respects and understands the problems and opinions of all groups and individuals in the community.										
15. Develops good relationships with news media.										
16 Participates actively in community life and affairs as a community leader in public education.										
17. Works effectively with other institutions including Town Officials, State Legislature and local welfare agencies.										
18. Keeps the public informed about modern educational practices, educational trends, and the policies, practices, and problems in the district's schools.										
C. Staff and Personnel Relationships										
19. Develops and executes sound personnel procedures and practices.										
20. Develops good staff morale and loyalty to the organization.										
21. Treats all personnel fairly, without favoritism or discrimination, while insisting on performance of duties.										
22. Delegates at own discretion to other employees of the School Committee the exercise of any powers or the discharge of any duties with the knowledge that the delegation of power or duty does not relieve the Superintendent of final responsibility for the action taken under such delegation.										

Areas of Responsibility	Unsatis-factory			Satis-factory			Commend-able			Comments
	1	2	3	4	5	6	7	8	9	
23. Secures and nominates for employment the best qualified and most competent teachers and supervisory and administrative personnel.										
24. Assigns and transfers employees as the interest of the district may dictate, and reports such action to the board for information and record.										
25. Reports to the School Committee the case of any employee whose service is unsatisfactory, and recommends appropriate action.										
26. Encourages participation of appropriate staff members and groups in planning, procedures, and policy interpretation.										
27. Evaluates performance of staff members, giving commendation for good work as well as constructive suggestions for improvement.										
28. Takes and active role in development of salary schedules for all personnel, and recommends to the School Committee the levels which, within budgetary limitations, will best serve the interests of the district.										
29. At the direction of the School Committee, meets and confers with leaders of the teachers association representing to the best of his ability and understanding the interest and will of the Committee.										
D. Educational Leadership										
30. Understands and keeps informed regarding all aspects of the instructional program.										
31. Implements the district's philosophy of education.										
32. Participates with staff, School Committee, and community in studying and developing curriculum improvement.										
33. Supervises planned program of staff evaluation and improvement.										
34. Provides democratic procedures in curriculum work, utilizing the abilities and talents of the entire professional staff and lay people of the community.										

Areas of Responsibility	Unsatis-factory			Satis-factory			Commend-able			Comments
	1	2	3	4	5	6	7	8	9	
35. Inspires others to highest professional standards.										
36. Recommends to the School Committee for its adoption all courses of study, curriculum guides and approves changes in texts and time schedules to be used in the schools.										
E. Business and Finance										
37. Keeps infromed on needs of the school program - plant, facilities, equipment, and supplies.										
38. Supervises operations, insisting on competent and efficient performance.										
39. Determines that funds are spent wisely, and adequate control and accounting are maintained.										
40. Prepares the annual operating budget recommendations and implements the School Committee approved budget.										
41. Makes recommendations with reference to the location and size of new school sites and of additions to existing sites; the location and size of new buildings on school sites; the plans for new school buildings; all appropriations for sites and buildings: and improvements, alterations, and changes in the buildings and equipment of the district.										
42. Maintains adequate records for the schools, including a system of financial accounts, business and property records, and personnel, school population, and scholastic records. Acts as custodian of such records and of all contracts, securities, documents, title papers, books of records, and other papers belonging to the board.										
43. Makes recommendations to the School Committee concerning the transportation of students in accordance with the law and the requirements of safety as required.										
F. Personal Qualities										
44. Defends his principle and his conviction in the face of pressure and partisan influence.										

Areas of Responsibility	Unsatis-factory			Satis-factory			Commend-able			Comments
	1	2	3	4	5	6	7	8	9	
45. Maintains high standards of ethics, honesty, and integrity in all personal and professional matters.										
46. Earns respect and standing among his professional colleagues.										
47. Devotes his time and energy effectively to his job.										
48. Demonstrates his ability to work well with individuals and groups.										
49. Exercises good judgment and democratic processes in arriving at decisions.										
50. Possesses and maintains the health and energy necessary to meet the reponsibilities of his position.										
51. Maintains poise and emotional stability in the full range of his professional activities.										
52. Is suitably attired and will groomed.										
53. Uses language effectively in dealing with staff members, the School Committee, and the public.										
54. Writes clearly and concisely.										
55. Speaks well in front of large and small groups, expressing his ideas in a logical and forthright manner.										
56. Thinks well on his feet when faced with an unexpected or disturbing turn of events in a large group meeting.										
57. Maintains his professional development by reading, course work, conference attendance, work on professional committees, visiting other districts, and meeting with other superintendents.										

G. Areas of Improvement:

H. Strengths:

I. Recommendations for Improvement:

Date ______________________

School Committee Member ☐

Administrative Member ☐

LONGMEADOW PUBLIC SCHOOLS
Longmeadow, Massachusetts

COMPOSITE PROFILE OF EVALUATION OF SUPERINTENDENT

	Score	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9	Item 10	Item 11	Item 12	Item 13	Item 14	Item 15	Item 16	Item 17	Item 18	Item 19	Item 20	Item 21	Item 22	Item 23	Item 24	Item 25	Item 26	Item 27	Item 28	Item 29	Item 30	Item 31	Item 32	Item 33	Item 34	Item 35	Item 36	Item 37	Item 38	Item 39	Item 40	Item 41	Item 42	Item 43	Item 44	Item 45	Item 46	Item 47	Item 48	Item 49	Item 50	Item 51	Item 52	Item 53	Item 54	Item 55	Item 56	Item 57
	9																																																									
Commendable	8																																																									
	7																																																									
	6																																																									
Satisfactory	5																																																									
	4																																																									
	3																																																									
Unsatisfactory	2																																																									
	1																																																									
	0																																																									

STOUGHTON PUBLIC SCHOOLS
STOUGHTON, MASSACHUSETTS

THE ROLE AND EVALUATION OF THE ELEMENTARY SCHOOL PRINCIPAL

The diversity and demands of an elementary school principal in today's public schools is a combination of many highly specialized skills and responsibilities. The elementary school principal is concerned with educational leadership in curriculum, instruction, administration, staff, pupil and public relations, operation of plant and other school related activities.

The appraisal of the elementary school principal takes place constantly as he/she comes in contact with his/her professional staff, service staff, pupils, parents, and anyone even remotely connected with the school. Formal appraisal should also be a part of these normal occurrences. This type of appraisal should give him/her an opportunity to communicate his/her goals and set job targets of specific expectations and fulfillments.

PHILOSOPHY

Self-appraisal in fulfilling the role should be an on-going occurrence, as should formal appraisal for individual professional growth and performance of duties. Each area of an administrator's appraisal form should have as its underlying principles the basic philosophy, goals and objectives of the school system. In its design, the individual child's growth, the professional staff, the school system, and the individual administrator should be considered.

Any structured instrument used in a formal appraisal should consider the following goals:

1. Does it assist school principals in developing sensitivity to their competencies?
2. Does it identify general areas in which improvement is needed?
3. Does it develop realistic job targets, both short and long range, to assist in the professional growth of the individual administrator?
4. Does it give guidelines for the appraisal?

The procedure should be a constructive, supportive, cooperative and personalized appraisal. It should be a comprehensive, objective instrument based on clearly defined and attainable goals.

To be effective, an appraisal system must be planned and organized so that individual as well as cooperative efforts will lead to the improvement of administrative performance.

The following guidelines should be considered for any evaluation system for the elementary school principal.

1. His/her basic goals and objectives for the individual school system.
2. His/her unique and differentiated administrative skills and abilities.
3. The evaluation should be done by those in Central Administration.
4. Evaluation in terms of cooperatively developed performance objectives should be considered.
5. The principal should not be rated without his/her knowledge by an evaluator.
6. He/she should be evaluated on his/her contribution to the system and not compared point by point with another principal.

EVALUATION FORM

I. Administrative Performance

Discussion Topics

1. Does he/she budget his time to provide a balance between administrative and supervisory duties respectfully?
2. Does he/she assign teachers in the areas or levels in which their teaching will be most effective?
3. Does he/she delegate authority but retain responsibility and accountability?
4. Does he/she plan and organize: a) staff meetings, b) extra curricular activities, c) activity schedule, d) assembly programs, e) duty rosters so that staff can plan ahead?
5. Does he/she account for supplies and equipment but have them readily accessible when needed?
6. Does he/she prepare the building budget with carefully established building priorities and within the system policies?
7. Does he/she complete records and reports accurately?
8. Does he/she complete student records correctly and fully being sure they are accounted for and maintained in accordance with system policy?
9. Does he/she make sure staff evaluations are completed?
10. Does he/she make sure clerical staff members understand their duties and responsibilities?
11. Does he/she interpret system-wide concepts and programs as well as individual school programs to the community?
12. Does he/she advise Central Office staff on pertinent school matters?

Cooperative job targets should be stated in behavioral terms.

Addendums and follow-up comments

II. Professional Growth

Discussion Topics

1. Does he/she maintain a well formulated philosophy of education:
2. Does he/she stay abreast of current educational advances?
3. Does he/she belong to and participate in professional organizations such as: a) curriculum organizations, b) administrative organizations?
4. Does he/she pilot new programs, implement changes and innovate acceptable changes in total school program?
5. Does he/she demonstrate the desire to grow professionally by attendance in: a) meetings for new programs, b) college courses, c) workshops?
6. Does he/she make faculty aware of new ideas, programs, and methods?

Cooperative job targets should be stated in behavioral terms.

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Addendums and follow-up comments

III. Improvement of Instruction

Discussion Topics

1. Does he/she formulate plans in cooperation with staff members and work with teachers individually and in groups to improve instruction:
2. Does he/she provide opportunities for teachers to try new practices and techniques as perceived by staff, superintendent, and other principals?
3. Does he/she visit classes regularly?
4. Does he/she use classroom visits and interviews to help teachers to increase theire effectiveness?
5. Does he/she encourage the professional growth of teachers and help them to develop themselves to their highest potential?
6. Does he/she assist teachers in the interpretation and evaluation of the instructional process?
7. Does he/she make use of faculty meetings for the improvement of instruction?
8. Does he/she provide for mental, emotional, and physical development of all students?
9. Does he/she enlist teachers in study and activity concerning the instructional program?

Cooperative job targets should be stated in behavioral terms.

IV. Relations with Building Personnel

Discussion Topics

1. Does the staff assist in making decisions about educational objectives?
2. Do new teachers receive orientation?
3. Is he/she approachable and friendly, one to whom teachers turn for advice and assistance?
4. Is there continuous flow of two-way communication with teachers as shown by bulletin boards and daily contact with each teacher?
5. Is high morale by the staff maintained?

Cooperative job targets should be stated in behavioral terms.

Addendums and follow-up comments

V. Public Relations

Discussion Topics

1. Are visitors greeted and given prompt courteous attention?
2. Are parents aided in helping their children in school?
3. Are parents encouraged to visit school to discuss educational problems?
4. Are parents well informed about the progress of their children in school?
5. Are parents made to feel welcome when offering their services to school?
6. Does he/she utilize a variety of media to insure a continuous flow of two-way communication?
7. Is the news media kept informed about happenings in the school.

Cooperative job targets should be stated in behavioral terms.

Addendums and follow-up comments

VI. Relations with Pupils

Discussion Topics

1. Does he/she attempt to know each pupil as an individual?
2. Are legal rights and responsibilities of students protected?
3. Does he/she create a nonthreatening atmosphere within the school?
4. Is he/she fair, consistent, and impartial in dealing with students?
5. When dealing with students, does he/she consider and respect their individual characteristices?
6. Does he/she try to discover the reason why a student is having disciplinary problems?
7. Does he/she familarize himself with student cumulative records?
8. Does he/she help in planning curriculum for exceptional students under Chapter 766?

Cooperative job targets should be stated in behavioral terms.

Addendums and follow-up comments

VII. Plant Operation and Management

Discussion Topics

1. Are plant facilities inspected regularly to insure efficient operation and healthful conditions?
2. Do building and grounds appear to be clean, with safety factors considered?
3. Does he/she report and keep records of deficiencies of building and grounds?
4. Is use of buildings for community sponsored activities handled through proper channels?

Cooperative job targets should be stated in behavioral terms.

Addendums and follow-up comments

This is to certify that the above report was discussed with me.

Date	*Superintendent's Signature*
	Principal's Signature

NORTH SHORE REGIONAL VOCATIONAL SCHOOL DISTRICT
20 Balch Street
Beverly, Massachusetts 01915

EVALUATION FOR GUIDANCE COUNSELORS

NAME ______________________________ **POSITION** ______________

PERIOD COVERED BY EVALUATION ______________________

The evaluation covers the evaluatee's general areas of responsibilities and job goals (Part A), specific areas (Part B) and the performance factors (Part C).

PART A. DUTIES

	Strong	Satisfactory	Improvement Suggested	No Basis for Judgment
1. Provides career guidance and counseling to a designated portion of the student body in a qualitative, appropriate and effective manner which leads to appropriate educational and vocational placement. *COMMENTS:*	☐	☐	☐	☐
2. Shares appropriate individual student data with the teacher(s) with due regard for confidentiality, and assists the teacher in recognizing individual differences in students, as well as their needs in the classroom/shop. *COMMENTS:*	☐	☐	☐	☐
3. Maintains an objective and impartial view in teacher-student relationships, endeavoring to understand the problems which may exist and to assist in their solution. *COMMENTS:*	☐	☐	☐	☐
4. Involves the teacher in conferences with students and parents when appropriate promoting a better understanding of the student and his development. *COMMENTS:*	☐	☐	☐	☐

	Strong	Satisfactory	Improvement Suggested	No Basis for Judgment
5. **Provides the parent with accurate information about school policies and procedures, course offerings, educational and career opportunities, course or program requirements and resources that will contribute to the continuing development of the counselee.** ***COMMENTS:***	☐	☐	☐	☐
6. **Recognizes that the school administrators are major members of the guidance team whose outlook, leadership and support create the atmosphere for success in his counselor's important school services.** ***COMMENTS:***	☐	☐	☐	☐
7. **Assist teachers in the planning of in-class/shop guidance activities and acts as a resource person for obtaining up-to-date information and materials.** ***COMMENTS:***	☐	☐	☐	☐
8. **Assists the teacher in making referrals to other appropriate school personnel, such as remedial reading, school nurese, or the school special education program.** ***COMMENTS:***	☐	☐	☐	☐
9. **Maintains a cooperative working relationship with community, social and other agencies.** ***COMMENTS:***	☐	☐	☐	☐

PART B. DUTIES: ADMISSIONS RESPONSIBILITY

	Strong	Satisfactory	Improvement Suggested	No Basis for Judgment
1. Organizes, coordinates and conducts a vigorous and comprehensive recruiting program. *COMMENTS:*	☐	☐	☐	☐
2. Maintains grade reporting system and assists in the preparation of a master schedule. *COMMENTS:*	☐	☐	☐	☐
3. Maintains a comprehensive student data system (i.e. attendance, transcripts, temporary and permanent records) and provides statistical data as required. *COMMENTS:*	☐	☐	☐	☐
4. Develops and participates in Career Education activities on a region-wide basis as well as Career Exploration Program at North Shore. *COMMENTS:*	☐	☐	☐	☐
5. Collects data to identify trends in manpower demands for use in advising School Committee on needed program changes. *COMMENTS:*	☐	☐	☐	☐
6. Carries out any other duties as assigned by Pupil Personnel Services Director/Superintendent-Director. *COMMENTS:*	☐	☐	☐	☐

PART B. DUTIES PLACEMENT RESPONSIBILITIES

	Strong	Satisfactory	Improvement Suggested	No Basis for Judgment
1. Establishes, implements and maintains an effective job-placement program. *COMMENTS:*	☐	☐	☐	☐
2. Conducts follow-up studies of placement program and provides appropriate statistical data as required. *COMMENTS:*	☐	☐	☐	☐
3. Develops, implements and maintains a cooperative work-study program. *COMMENTS:*	☐	☐	☐	☐
4. Provides for the administration of various aptitude ability tests for pupils at the Massachusetts Department of Employment (GATB), Armed Forces (AFVSB), etc. *COMMENTS:*	☐	☐	☐	☐
5. Serves as a liaison man to post-secondary study/training institutions assisting identified students wishing advanced preparation in a specific career area. *COMMENTS:*	☐	☐	☐	☐
6. Carries out any other duties as assigned by Pupil Personnel Services Director or the Superintendent-Director. *COMMENTS:*	☐	☐	☐	☐

PART C. PERFORMANCE FACTORS

The following areas are important factors in the performance of any Counselor.

1. KNOWLEDGE Possession of sound and up-to-date information and knowledge needed to function as an educational leader.

   Statement:

2. PLANNING Careful planning is done before action is taken.

   Statement:

3. FOLLOW-THROUGH Planning and actions are carried out to a successful conclusion.

   Statement:

4. ORGANIZATION Own work is well organized and coordinated.

   Statement:

5. INITIATIVE Ability of originating and developing constructive ideas and actions.

   Statement:

6. DECISION MAKING Decisions are sound, timely and effectively carried out.

   Statement:

7. COMMUNICATION Both supervisors, subordinates and staff are kept well informed.

   Statement:

8. TACT Shows tact in handling complaints and grievances by keeping personnel (or students) in wholesome working atmosphere and along lines consistent with school policy.

   Statement:

9. PERCEPTION Depth and Breadth of perception with regard to situations encountered on the job and ability to act upon those situations.

   Statement:

10. REACTION IN EMERGENCIES Instinctive reaction to emergencies, daily crises,and unforseen circumstances in a logical manner.

    Statement:

11. **ADAPTABILITY** Reponds to changing demands in new situations.

Statement:

12. **THOROUGHNESS** Regularly attentive to thoroughness, accuracy, completeness, and comprehensiveness in work produced.

Statement:

13. **RESPONSIBILITY** Willingness to assume tasks as wll as accountability for decisions made.

Statement:

14. **RECEPTIVITY TO SUGGESTIONS** Willingness to solicit and utilize constructive suggestions from supervisors and colleagues as a means to improved performance.

Statement:

15. **OFFERING OF CRITICISM** Skill in making suggestions, recommendations and criticism in an aiding, helpful manner, with discretion and at the proper time.

Statement:

16. **PUNCTUALITY** Regard for day-to-day deadlines and their importance in more efficient administration.

Statement:

17. **AVAILABILITY** Willingness to contribute to appropriate tasks beyond normal working hours when the occasion arises.

Statement:

18. **STABILITY** Maintain pose and balance under unusual pressure, tension or frustrating circumstances.

Statement:

19. **HEALTH** Physical health, personal appearance, attendance record contribute positively toward performance.

Statement.

WATERTOWN PUBLIC SCHOOLS

SPECIALIST CONFERENCE RECORD

SPECIALIST: ____________ SCHOOL: ______________ DATE OF CONFERENCE: __________

SUPERVISOR ______________________________ LENGTH OF TIME OF CONFERENCE: __________

The following areas should be included in a specialist conference:

objectives, planning and organization, techniques and management, selection and utilization of materials, commendations and recommendations.

SPECIALIST'S COMMENT:

Unsigned copy taken by ________ on ________
(initials) (date)

EVALUATOR'S SIGNATURE	*DATE*	*SPECIALIST'S SIGNATURE*	*DATE*

The purpose of this conference form is to facilitate discussion. The specialist's signature implies only that the process has taken place. This form is designed to be a record for the specialist and supervisor.

WHITE — Specialist CANARY — Supervisor PINK — Supervisor 6/78

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EVALUATION SUMMARY/PUPIL PERSONNEL SERVICES

STAFF MEMBER ____________ POSITION __________ EVALUATOR ____________

THE FOLLOWING OBJECTIVES SHOULD BE CAREFULLY CONSIDERED WHEN DEVELOPING THE FINAL EVALUATION SUMMARY. EACH OF THE SIX GENERAL CATEGORIES WILL RECEIVE COMMENT.

OBJECTIVES

See specific objectives on the attached sheet.

PLANNING

1. Selects the tests and materials appropriate to stated objectives.
2. Employs suitable techniques methods and materials in meeting the stated objectives.
3. Provides for differences in the needs of each student.
4. Provides students with follow-up.
5. Prepares for counseling and testing sessions and shows written evidence of a log of activities upon request of immediate supervisor.
6. Participates in the selection and purchase of materials and equipment.
7. Cooperates with staff in planning instructional goals, objectives and methods.

TECHNIQUES

1. Works to meet the needs of all students.
2. Attempts to identify potential learning, behavioral and physical disabilities in students and seeks the assistance of other system and school-specialists in this effort.
3. Assists in insuring the progress of students during periods of extended illness and/or disabling handicaps.
4. Displays sensitivity to the emotional and social needs of each individual student.
5. Employs a variety of effective instructional techniques consistent with subject matter and the needs of the student.
6. Uses instructional media appropriate to the objectives and consistent with the physical limitations of the location provided.
7. Accepts and reacts to student feedback as a means of evaluating counseling or teaching style and specific objectives.

STUDENT EVALUATION

1. Uses a variety of diagnostic procedures to identify specific strengths and weaknesses of each student.
2. Assesses the growth of students toward achieving the objectives of instruction on a regular basis and provides assistance in the production of Quarterly Reports.
3. Communicates with and responds to parent and/or student inquiries regarding student progress.

MANAGEMENT

1. Meets with individual students or small groups in the location and at the times designated.
2. Maintains reasonable standards of behavior in teaching/testing or counseling situation.
3. Creates an environment that is reasonably clean, safe, and orderly.
4. Takes all necessary precautions to protect students, equipment, materials and facilities.
5. Completes and supervises student records according to law, policy and regulations.
6. Meets deadlines in returning administrative information.
7. Assists administration in implementing all policies and/or rules governing student life and conduct.

PROFESSIONAL AND COMMUNITY

1. Relates well to students consistent with professional role.
2. Maintains lines of communication with appropriate supportive personnel concerning progress of all assigned students.
3. Attends and, where possible, contributes to the success of staff meetings.
4. Responds to information concerning students and other related school areas in a professional and confidential manner.
5. Accepts a share of responsibility for school programs.
6. Establishes and maintains cooperative relations with others.

Unsigned copy taken by________ on________
(initial) (date)

I do do not recommend for reappointment.

I do do not recommend for salary increment.

(Signature of Evaluator) (Date)

WHITE - Teacher CANARY
Evaluator PINK - C/O

I agree that this is a fair statement of my performance.

I disagree with this evaluation and wish a conference with the Assistant Superintendent.

I acknowledge that I have read this evaluation.

Specialist comment attached to the evaluation.

(initial)

(Signature of Specialist) (Date)

EVALUATION SUMMARY/LIBRARY-MEDIA

STAFF MEMBER ______________________ EVALUATOR ______________

THE FOLLOWING OBJECTIVES SHOULD BE CARFULLY CONSIDERED WHEN DEVELOPING THE FINAL EVALUATION SUMMARY. EACH OF THE SIX GENERAL CATEGORIES WILL RECEIVE COMMENT.

INSTRUCTION

1. Provides instruction to students and teachers in selecting, locating and preparing resources.
2. Provides instruction to students and teachers in the creation of film, videotape, and photography.
3. Provides instruction on mass communications.
4. Provides instruction in independent reference skills.
5. Provides instruction for students and teachers in equipment operation and simple maintenance.
6. Provides instruction in use of facility and collection to all incoming students and teachers.

PLANNING

1. Develops projects and proposals to promote innovative use of materials.
2. Designs the annual budget, taking into consideration ALA /NEA standards.
3. Plans for adequate space and facilities to accommodate the various media.
4. Participates in curriculum planning.
5. Cooperates with staff in planning school goals and objectives.
6. Provides evidence of program planning to appropriate supervisors.

SELECTION OF MATERIALS

1. Collaborates with students and faculty to choose the variety of materials and equipment best suited to the needs of the school.
2. Serves as a materials consultant to the classroom.
3. Uses current reviewing tools in selection of materials.
4. Provides previewing activities for students and faculty.
5. Provides materials to meet varied reading levels and learning styles.
6. Selects current materials appropriate to the curriculum of Watertown Public Schools.
7. Provides materials which are highly accessible, safe to use and in good condition.

UTILIZATION OF MATERIALS

1. Organizes the center to provide maximum accessibility to user.
2. Provides learning experiences to enrich the learning experiences of the school and to demonstrate the use of media.
3. Continually strives to involve all students in the library experience.
4. Encourages use of central collections - films, video.
5. Arranges for appropriate use of televised instruction. (MET)
6. Accepts and reacts to student and teacher feedback as a means of evaluating one's style and objectives.

MANAGEMENT

1. Creates an atmosphere which is reasonably clean, safe and orderly.
2. Takes all necessary steps to protect students, equipment, materials and facilities.
3. Manages the distribution of all equipment and materials in an efficient, economic manner.
4. Maintains records of materials and equipment distributed.
5. Maintains an accurate inventory of materials and equipment.
6. Acts as liaison for all central service: films, videotapes, equipment, production services.
7. Completes on time all reports and forms for supervisory personnel.

PROFESSIONAL AND COMMUNITY

1. Relates well with students consistent with the professional role of the assignment.
2. Establishes and maintains lines of communication with appropriate personnel concerning program needs.
3. Responds to requests from students and staff regarding materials, displays and activities.
4. Handles information about students in an appropriately confidential manner.
5. Serves on curriculum development committees as materials expert.
6. Attends faculty meeting, in-service workshop, participates in continuing education, and is active in professional media and educator groups.
7. Provides services to parents and community organizations and departments of the town in need of materials and equipment.

Unsigned copy taken by __________ on __________
(initial) *(date)*

I do do not recommend for reappointment.
I do do not recommend for salary increment

(Signature of Evaluator) *(Date)*

WHITE - Teacher CANARY - Evaluator PINK - C/O

I agree that this is a fair statement of my performance.

I disagree with this evluation and wish a conference with the Assistant Superintendent.

I acknowledge that I have read this evaluation.

Specialist comment attached to the evaluation.

(initial)

(Signature of Specialist) *(Date)*

WALTHAM PUBLIC SCHOOLS
Waltham, Massachusetts

Form A

Evaluators' expectations of the teachers should include positive statements as well as suggestions or expectations for improvement in specific areas.

Teachers' expectations may include either (or both) of the following: their own expectations of themselves or their expectations of the evaluators which they feel will be conducive to the achievement of their own goals and those set for them by the evaluators.

* * *

Evaluator's expectations, comments, recommendations:

Teacher's expectations, comments, recommendations:

Evaluator's Signature ______________________

Teacher's Signature ______________________

Date ______________________

Two Copies

CAMBRIDGE SCHOOLS

STAFF FEED BACK TO SUPERVISORS

THE ATTACHED STAFF FEED BACK TO SUPERVISOR FORM IS DESIGNED TO ALLOW THOSE WHO ARE EVALUATED THE OPPORTUNITY TO "FEED BACK" CONSTRUCTIVELY THEIR PERCEPTION OF THE ADMINISTRATIVE PROCESS AS IT AFFECTS THEM.

ALL STAFF MEMBERS SHOULD RECEIVE A FEED BACK FORM FROM AN EVALUATING SUPERVISOR. EVERY STAFF MEMBER SHOULD RETURN THIS FORM TO THE EVALUATING SUPERVISOR FROM WHOM HE/SHE RECEIVED IT.

COMPLETING THE FEED BACK FORM IS OPTIONAL. SIGNING THE FORM IS ALSO OPTIONAL. HOWEVER, IT IS STRONGLY URGED THAT EACH STAFF MEMBER COMPLETE AND SIGN THE FORM IN ORDER TO CONTRIBUTE TO A POSITIVE GROWTH OF YOUR EVALUATOR. WE ARE ASKING EVALUATEES TO SIGN IT IN ORDER THAT THEIR EVALUATOR MAY ADJUST HIS/HER ADMINISTRATIVE APPROACH TO THE PARTICULAR SITUATION. A SIGNED, COMPLETED FORM MAY SERVE AS A COMMUNICATION CATALYST, OR AN INSTRUMENT FOR DISCUSSION; THEREBY FOSTERING AN ACTIVE AND COMFORTABLE COMMUNICATION SYSTEM BETWEEN EVALUATOR AND EVALUATEE.

THROUGH THE IMPLEMENTATION OF THIS FORM, IT IS HOPED THAT STAFF WILL HAVE A MECHANISM THROUGH WHICH TO CONTRIBUTE TO THE DEVELOPMENT OF AN EFFECTIVE ADMINISTRATION.

CAMBRIDGE SCHOOL DEPARTMENT

STAFF FEEDBACK TO SUPERVISORS

Name of Supervisor ____________________ School/Dept. ____________________

Directions: Please read each question carefully. Circle the number that most nearly reflects your opinion using one (1) as the most positive opinion and four (4) as the most negative opinion. If you desire, provide additional comments on line below the question.

CURRICULUM AND SUPERVISION:

1 2 3 4 (1) Does your supervisor serve as a resource of current practices and trends in his/her area of expertise? ____________________

1 2 3 4 (2) Does your supervisor provide material and equipment that has been agreed upon by both of you? ____________________

1 2 3 4 (3) Does your supervisor encourage your initiative in innovation? ____________________

1 2 3 4 (4) Does your supervisor see that curriculum is reasonably adhered to without stifling innovation? ____________________

1 2 3 4 (5) When innovation is attempted, does your supervisor help you to assess the project? ____________________

1 2 3 4 (6) Does the staff have input into staff meetings agendas? ____________________

1 2 3 4 (7) Does your supervisor encourage a full range of opinions at staff meetings? ____________________

1 2 3 4 (8) Are your supervisor's meetings pertinent and informative? ____________________

ADMINISTRATION:

1 2 3 4 (9) Does your supervisor assist you in effecting a solution in dealing with disciplinary problems? ____________________

1 2 3 4 (10) Can you depend on your supervisor to keep his/her commitments? ____________________

1 2 3 4 (11) Is your supervisor decisive? ____________________

1 2 3 4 (12) Does your supervisor generally inform you in advance of impending changes that affect you? ____________________

1 2 3 4 (13) Does your supervisor admit it when he/she is wrong? ____________________

COMMUNITY/STAFF RELATIONSHIP:

1 2 3 4 (14) When you want to see your supervisor, is he/she available? ______

1 2 3 4 (15) Do you find talking with your supervisor a positive experience? ______

ADMINISTRATIVE EVALUATEE PROCESS

1 2 3 4 (16) When you talk with your supervisor do you feel that an honest exchange of ideas is possible? ______

1 2 3 4 (17) Does your supervisor welcome your suggestions? ______

1 2 3 4 (18) Is your supervisor as willing to compliment you for good work as he/she is to find fault with your mistakes? ______

1 2 3 4 (19) When you make a mistake, does your supervisor—in a constructive way—discuss it with you? ______

SUPERVISION

1 2 3 4 (20) Does your supervisor realize the problems and difficulties that confront you in carring out your responsibilities? ______

1 2 3 4 (21) When your supervisor gives you instructions, are they sound and clearly stated? ______

1 2 3 4 (22) When you complain about something to your supervisor, does he/she listen and discuss the matter in a fair, logical way? ______

1 2 3 4 (23) Does your supervisor encourage you to assist in the evaluation of on-going projects? ______

1 2 3 4 (24) Does your supervisor assist you in solving difficulties with inter-personal relationships? ______

If there are questions which you feel should have been asked but were not, please write them below and supply your answer. (use reverse side if necessary)

______

______

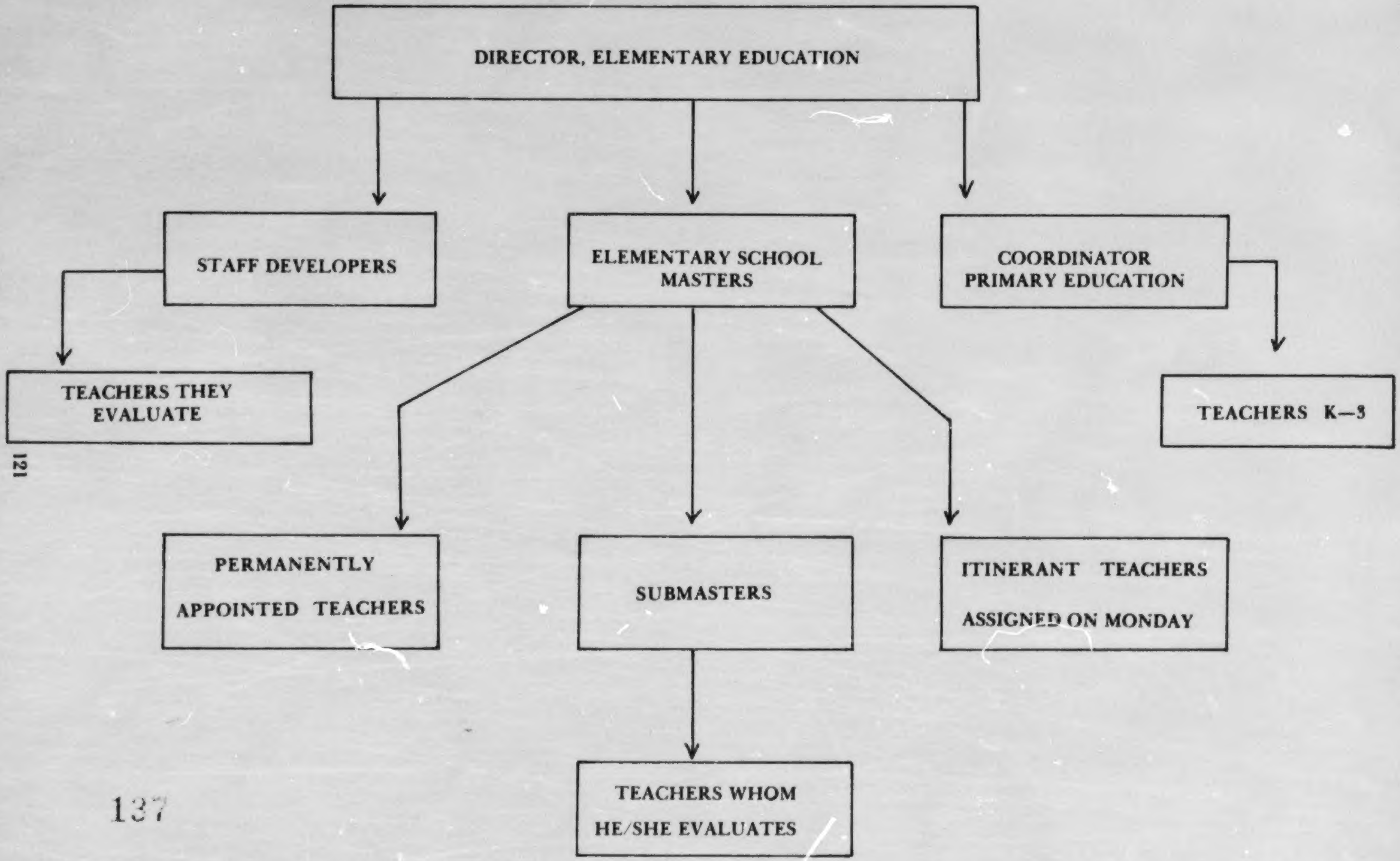
______

______

Signature (Optional)

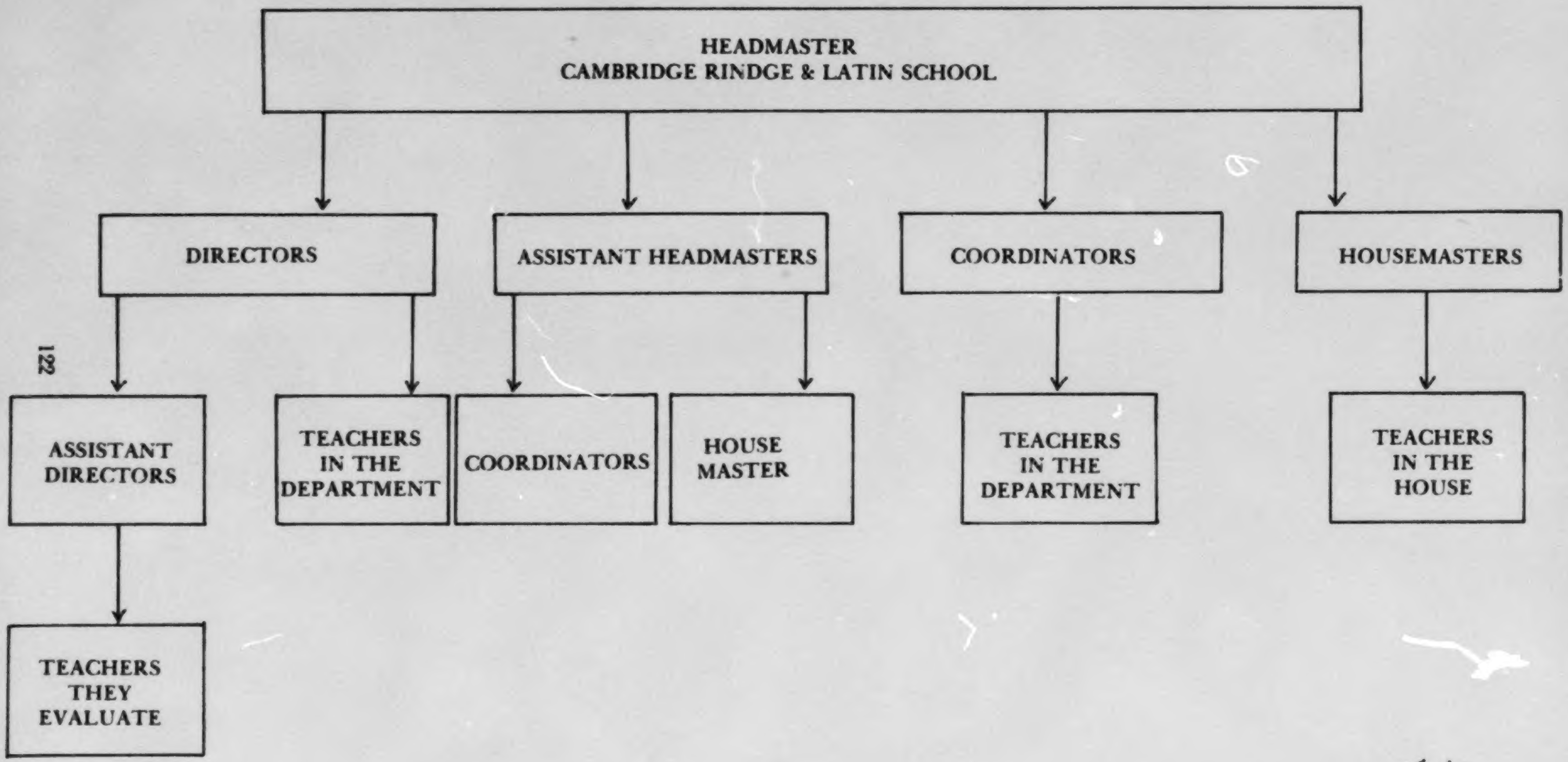
See Cover Letter

ELEMENTARY LEVEL — DISTRIBUTION OF STAFF FEED BACK FORMS ADEV 100


DIRECTOR, ELEMENTARY EDUCATION
STAFF DEVELOPERS
ELEMENTARY SCHOOL MASTERS
COORDINATOR PRIMARY EDUCATION
TEACHERS THEY EVALUATE
TEACHERS K—3
PERMANENTLY APPOINTED TEACHERS
SUBMASTERS
ITINERANT TEACHERS ASSIGNED ON MONDAY
TEACHERS WHOM HE/SHE EVALUATES

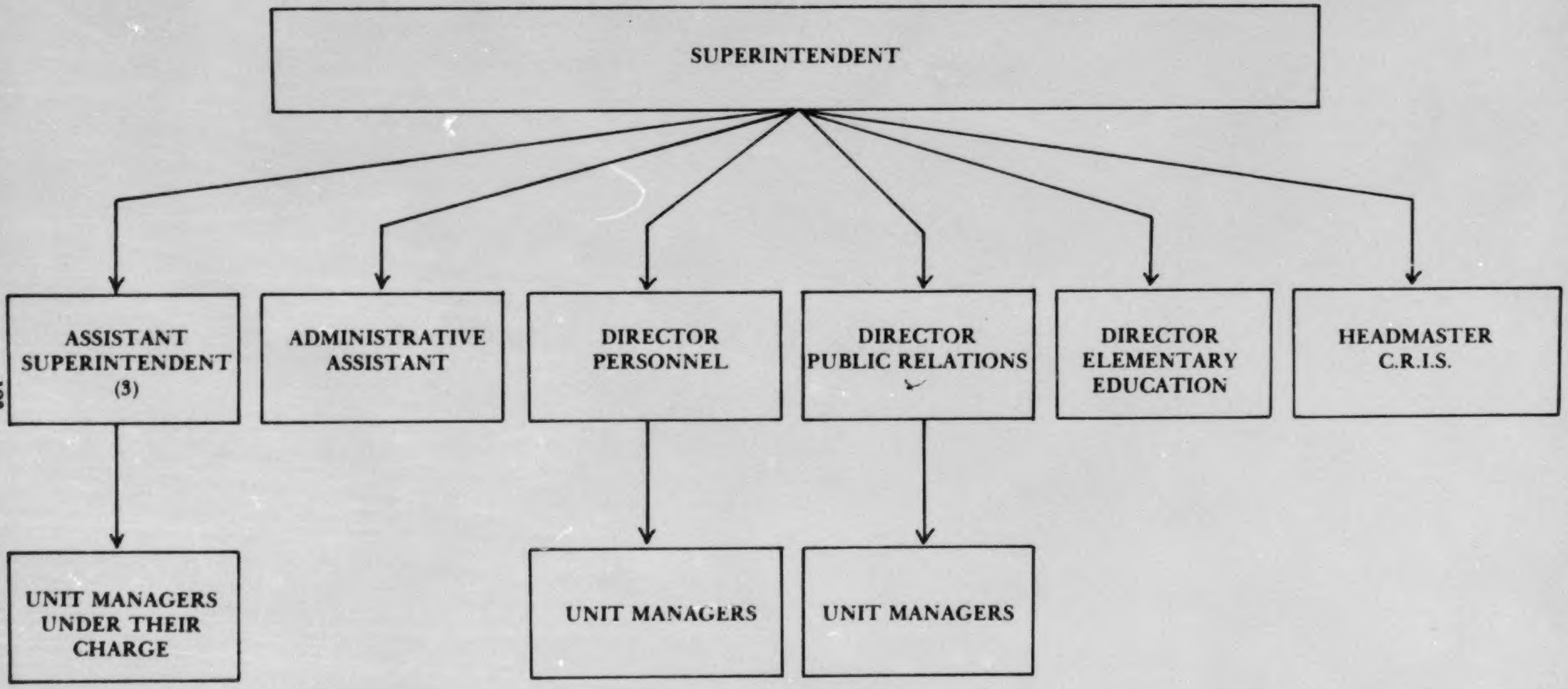
ARROWS INDICATE TO WHOM FORMS WILL BE GIVEN.
STAFF DEVELOPERS WILL GIVE THEM ONLY TO MASTERS IN THE ASSIGNED QUADRANTS.
ADMINISTRATORS MAY GIVE ADDITIONAL FORMS AS THEY FEEL THE NEED.

SECONDARY LEVEL — DISTRIBUTION OF STAFF FEED BACK FORMS



ARROWS INDICATE TO WHOM FORMS WILL BE GIVEN.
ADMINISTRATORS MAY GIVE ADDITIONAL FORMS AS THEY FEEL THE NEED.

CENTRAL OFFICE — DISTRIBUTION OF STAFF FEED BACK FORMS


SUPERINTENDENT
ASSISTANT SUPERINTENDENT (3)
ADMINISTRATIVE ASSISTANT
DIRECTOR PERSONNEL
DIRECTOR PUBLIC RELATIONS
DIRECTOR ELEMENTARY EDUCATION
HEADMASTER C.R.I.S.
UNIT MANAGERS UNDER THEIR CHARGE
UNIT MANAGERS
UNIT MANAGERS

ARROWS INDICATE TO WHOM FORMS WILL BE GIVEN.
ADMINISTRATORS MAY GIVE ADDITIONAL FORMS AS THEY FEEL THE NEED.

Section 3.

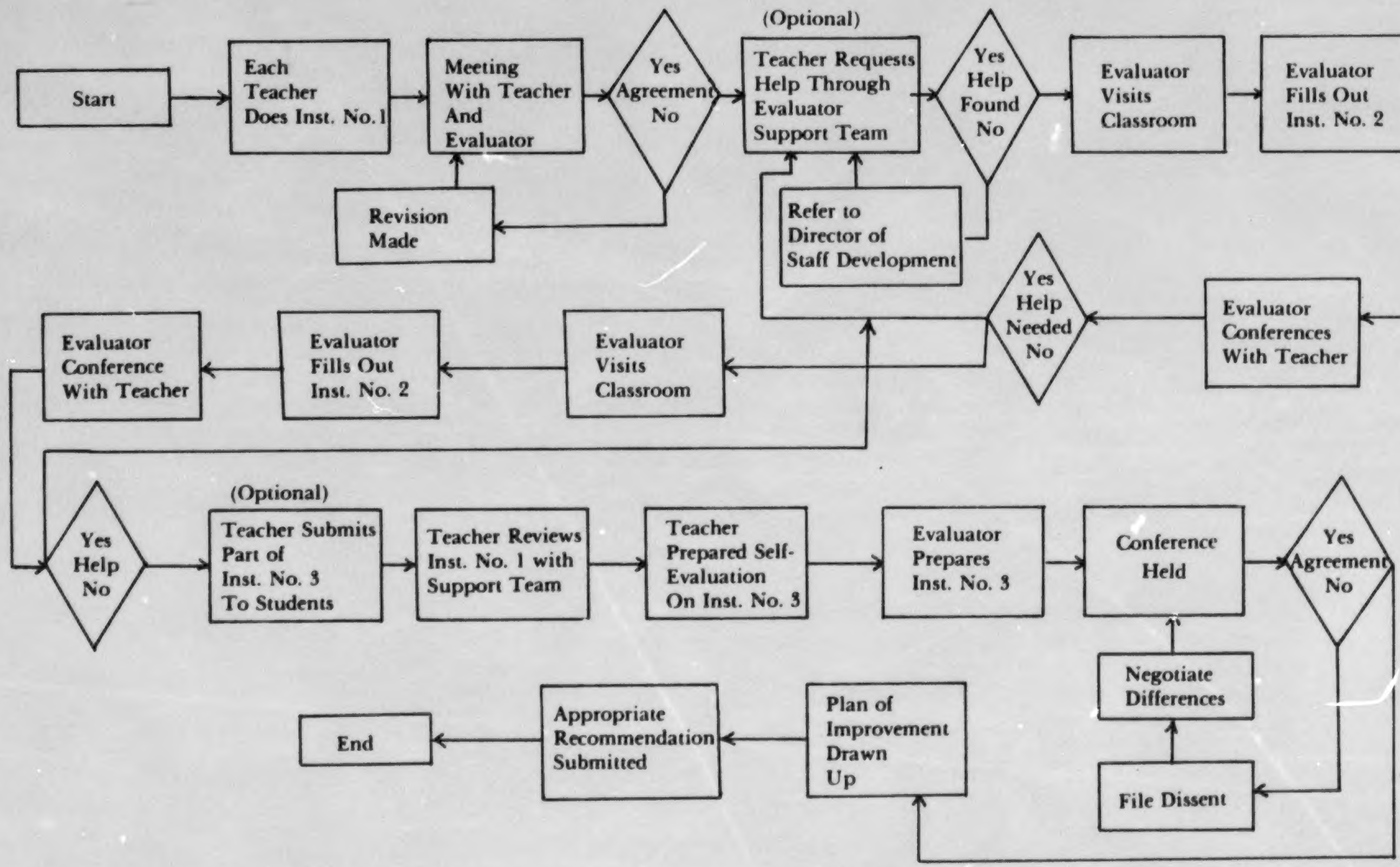
Administrators will be given a copy of any evaluation report prepared by the Superintendent or other designated evaluator and will have the right to discuss such report with him and to file in their personnel folders a written answer thereto.

Section 4.

Evaluation reports will be written in a positive tone. If weaknesses in an administrator's performance are observed they will be criticized in a constructive manner. The evaluator will make helpful and specific suggestions as to how the administrator might correct overall and/or specific deficiencies.

Wake County, North Carolina

TEACHER EVALUATION SYSTEM
FLOW CHART

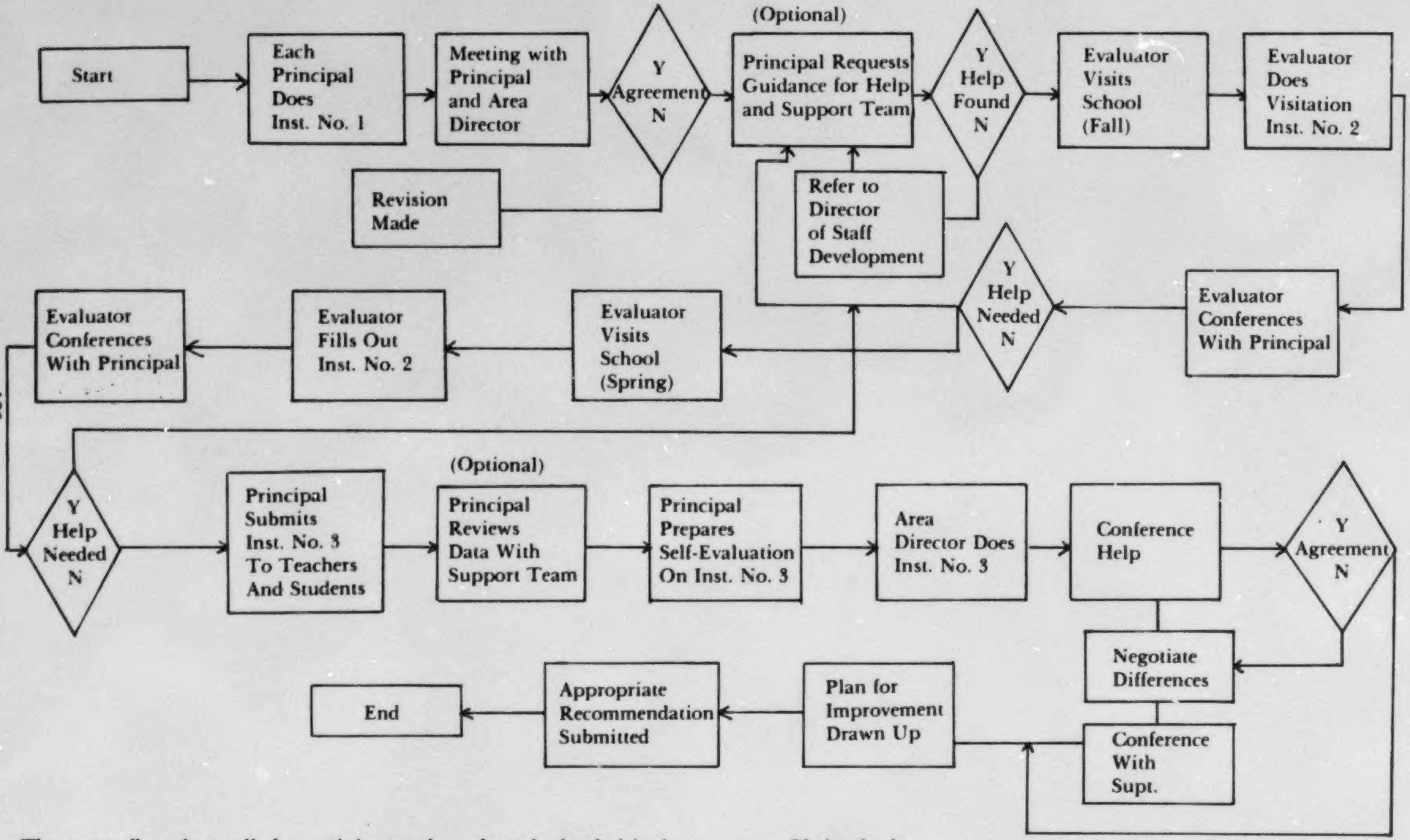

Start
Each Teacher Does Inst. No. 1
Meeting With Teacher And Evaluator
Yes Agreement No
Revision Made
(Optional)
Teacher Requests Help Through Evaluator Support Team
Yes Help Found No
Refer to Director of Staff Development
Evaluator Visits Classroom
Evaluator Fills Out Inst. No. 2
Evaluator Conferences With Teacher
Yes Help Needed No
Evaluator Visits Classroom
Evaluator Fills Out Inst. No. 2
Evaluator Conference With Teacher
Yes Help No
(Optional)
Teacher Submits Part of Inst. No. 3 To Students
Teacher Reviews Inst. No. 1 with Support Team
Teacher Prepared Self-Evaluation On Inst. No. 3
Evaluator Prepares Inst. No. 3
Conference Held
Yes Agreement No
Negotiate Differences
File Dissent
Plan of Improvement Drawn Up
Appropriate Recommendation Submitted
End

The system flow chart calls for a minimum of two formal classroom visitations per *semester*. Obviously, for those situations that demand more frequent visitation, more visits and follow-up conferences will be held.

Wake County, North Carolina

PRINCIPAL'S EVALUATION SYSTEM

FLOW CHART


Start
Each Principal Does Inst. No. 1
Meeting with Principal and Area Director
Y Agreement N
Revision Made
(Optional)
Principal Requests Guidance for Help and Support Team
Refer to Director of Staff Development
Y Help Found N
Evaluator Visits School (Fall)
Evaluator Does Visitation Inst. No. 2
Evaluator Conferences With Principal
Y Help Needed N
Evaluator Visits School (Spring)
Evaluator Fills Out Inst. No. 2
Evaluator Conferences With Principal
Y Help Needed N
Principal Submits Inst. No. 3 To Teachers And Students
(Optional)
Principal Reviews Data With Support Team
Principal Prepares Self-Evaluation On Inst. No. 3
Area Director Does Inst. No. 3
Conference Help
Y Agreement N
Negotiate Differences
Conference With Supt.
Plan for Improvement Drawn Up
Appropriate Recommendation Submitted
End

The system flow chart calls for a minimum of two formal school visitations per year. Obviously, for those situations that demand more frequent visitation, more visits and follow-up conferences will be held.

Implementation

- Adequate provision for the protection of the rights of the evaluatee and evaluator shall underlie the evaluation process.
- Evaluative data may be aggregated and used as a basis for assessing total job effectiveness.
- The evaluation process should provide specific recommendations and concrete resources for improving professional performance and enhancing student learning.
- Training in evaluation skills should be provided regularly to those charged with the responsibility for evaluation.

QUINCY PUBLIC SCHOOLS

CLINICAL SUPERVISION PROGRAM FOR EVALUATION

ORGANIZATIONAL STRUCTURE FOR SUPERVISION

The Quincy Public Schools is a learner responsive, performance-based school system whose primary mission is to assist all learners in becoming competent as:

- **Self-fulfilling Individuals**
- **Citizens**
- **Workers**

in a world that is maximally effective for all.

Orientation To The Program

Annually all supervisors and supervisees will be oriented to the Clinical Supervision Program For Evaluation in the Quincy Public Schools. The professional staff must be aware of the procedures of the program as well as the criteria and standards as they apply to each individual. The orientation must include a sharing of this document (No. 019) followed by an open discussion between supervisees and their immediate supervisors concerning its meaning. The Clinical Supervision Program developed by the Quincy School Committee and the Quincy Education Association Committee For Evaluation (approved by the Quincy School Committee on ______________________________) shall be the basis for the evaluation process.

Implementation To Clinical Supervision

Evaluation in a clinical supervision program, as practiced in the Quincy Public Schools, requires that the supervisor and supervisee analyze the supervisee's performance as it relates to the school system's Design for Learning. The supervisor should take note of the supervisee's performance in all three domains, the professional, the instructional, and the non-instructional, throughout the school year. He/she should record instances wherein the supervisor will, in all likelihood, not appraise all the competencies associated with his/her supervisee during one cycle.

Following a specific phase of supervision, a supervisor shall meet with the supervisee to discuss the periods of observation and the data gathered to mutually identify strengths of performance and areas in need of improvement, if existent. Collaboratively, the team can determine if additional observations are to be limited to those areas that require assistance from the supervisor to the supervisee. Further observations may be confined to problem areas previoulsy identified.

Designation For Supervision

The Superintendent will supervise the Assistant Superintendents. The Superintendent will engage in a Management by Objectives conference each year with all Principals and Coordinators. This conference will be one segment of the total Clinical Supervision Program in which those administrators will be involved. This conference is the evaluation section of the Clinical Supervision Program. The objectives agreed upon in these conferences will be the top priority objectives of the principals and Coordinators

The Assistant Superintendents will supervise those Directors who report directly to them.

The Directors will supervise those Coordinators who report directly to them.

The Coordinators will meet with their respective Directors in a series of conferences during a given year for the purpose of assessing the achievement of the objectives mutually agreed upon by the Superintendent and the individual coordinator in the annual Management by Objectives conference.

Each coordinator, in his/her discipline area, will collaborate with the elementary school principals in the evaluation of staff if requested by a principal or a member of the staff. Each coordinator will collaborate with the junior high school principals for the purpose of evaluating junior high school teachers in his/her discipline area. Each coordinator will collaborate with the senior high school principals and respective department heads for the purpose of evaluating senior high school teachers in his/her discipline area.

The Principals will be supervised by the appropriate main office administrator as determined at the Management by Objectives conference with the Superintendent of Schools.

The Principals will meet with these administrators in a series of conferences within a given school year. These conferences serve as an opportunity to assess those objectives mutually agreed to by the Superintendent of Schools, Coordinators, and Principals and identified as top priority objectives.

The Supervisee Shall

- for his/her personal improvement conduct a continuous self-evaluation as an integral part of the Clinical Supervision Program. This evaluation may include some of the following:
    - evaluation by students
    - observations by peers
    - micro teaching, etc.
- develop objectives for those areas identified as needing improvement.
- work to achieve objectives.
- request appropriate coordinators and/or directors to assist in the evaluation if the need arises.

The Department Head As Supervisor Shall (High School)

- discuss evaluative criteria with supervisee.
- supervise supervisee through observations and comparisons of these observations with the school system role competencies (see appropriate competency documents).
- request appropriate coordinators and/or directors to assist in the evaluation of supervisees when the need arises.
- review data gathered in the observations and conference with the supervisee and the implications of said data. The supervisor or supervisee may request the presence of another staff member.
- discuss with the supervisee the process used for self-evaluation.

150

- assist the supervisee in writing objectives for those areas needing improvement and continue to observe performance.

- submit the summative evaluation report to the principal (FORM D).

- discuss the results of the summative evaluation report with the principal (FORM D).

The Principal As Supervisor Shall

- discuss evaluative criteria and procedures with the classroom teachers and the support personnel (elementary and junior high school level).

- discuss evaluative criteria and procedures with department heads (senior high school).

- supervise classroom teachers and support personnel through observations and comparisons of the data gathered in these observations with the supervisee in a private conference and either party may request the presence of another staff member. (Elementary and junior high school levels and also at the senior high school if the supervisee is not satisfied with the Summative Evaluation Report as submitted by the department head to the principal).

- supervise building administrators, i.e. Assistant Principals, Deans, department heads, through observation and comparisons of the data gathered in these observations with the supervisee in a private conference and either party may request the presence of another staff member.

- request appropriate coordinator and/or director to assist in the evaluation of supervisees when the need arises.

- initiate dicussion with the department head for purposes of coming to an agreement on information which will be included in the Summative Evaluation Report (FORM D) which will be submitted to the Assistant Superintendent for Business, Plant, and Personnel on each supervisee.

- submit the individual evaluation form (Summative Evaluation Report, FORM D) to the Assistant Superintendent for Business, Plant, and Personnel.

The Central Office Administrator As Supervisor Shall

- discuss evaluation criteria and procedures with the supervisee.

- review evaluations (Assistant Superintendent for Business, Plant, and Personnel).

- evaluate problem areas at the request of the principal, department head, or teacher.

- make recommendations to the Superintendent of Schools upon request.

- collaborate with the supervisees assigned to them by the Superintendent of Schools at the annual Management by Objectives conferences.

WALTHAM PUBLIC SCHOOLS
Waltham, Massachusetts

APPEAL PROCESS IN TEACHER EVALUATION

Evaluation of teacher performance will be made by 2 evaluators as follows:

I. Secondary classroom teachers:
    Building Administrator and Director

II. Elementary Teachers:
    a. Classroom: Assistant Principal and Principal
    b. Support personnel: Building Administrator and Director

III. Specialists: Building Administrator and Director

A teacher may appeal a Form B observation or evaluation by one evaluator to the other evaluator. If a difference of opinion on the teacher's performance results, or if there are two negative evluations, the teacher may appeal to the Superintendent before January 30th, in writing, detailing the grounds of disagreement. A negative Form B evaluation after January 30th should be appealed as soon as possible.

Maynard, Massachusetts

Section 3.

Administrators will be given a copy of any evaluation report prepared by the Superintendent or other designated evaluator and will have the right to discuss such report with him and to file in their personnel folders a written answer thereto.

Section 4.

Evaluation reports will be written in a positive tone. If weaknesses in an administrator's performance are observed they will be criticized in a constructive manner. The evaluator will make helpful and specific suggestions as to how the administrator might correct overall and/or specific deficiencies.

XII ADJUSTMENT PROCESS

It is possible that disagreements may occur between the Evaluator and the Teacher at various steps in the program.

If this should occur, the following steps should be followed:

1. Every effort must be made by both Evaluator and Teacher to resolve the disagreement through at least one informal meeting.
2. If an Evaluator and a Teacher cannot come to an agreement concerning the establishment of goals or objectives, or any part of the program the two parties will seek a decision from a panel* made up of eight (8) members four (4) Teachers and four (4) Administrators) with a minimum of three (3) Teachers and three (3) Administrators being present to make the decision

The role of the panel is to:

1. Listen to both parties (separate or together)
2. Attempt to mediate the differences
3. Strive to get the parties to reach a speedy agreement.
4. Work out a reasonable compromise so that the process may proceed quickly.

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*The Director of Teacher Personnel will appoint the members of the panel

QUINCY PUBLIC SCHOOLS

CLINICAL SUPERVISION PROGRAM FOR EVALUATION

RECOURSE PROCEDURES

The Quincy Public Schools is a learner responsive, performance-based school system whose primary mission is to assist all learners in becoming competent as:

- **Self-fulfilling Individuals**
- **Citizens**
- **Workers**

in a world that is maximally effective for all.

1. Introduction

The Clinical Supervision Program is designed to assess professional growth and efficiency. Although the clinical supervision program of professional staff evaluation in the Quincy Public Schools has as its base mutually agreed-upon-objectives against which a supervisee is evaluated, it is conceivable that a supervisor and supervisee may disagree on the data contained in the Summative Evaluation Report submitted to the Assistant Superintendent for Business, Plant and Personnel,(FORM D). In the event that such conflicts arise, procedures are available for problem resolution. The recourse procedures listed below are for those situations in need of resolution.

2. Procedures

2.1 The supervisee shall discuss the complaint with the supervisor in an attempt to resolve the conflict.

2.2 If either the supervisee or the supervisor thinks that the problem has not been resolved, he/she may request, in writing, an informal hearing with a Review Committee.

2.3 The members of the Review Committee that are appointed by the Superintendent and Quincy Education Association will be selected from a Standing Committee.

The Standing Committee will consist of six members - three appointed by the Superintendent and three appointed by Quincy Education Association.

The Standing Committee will be appointed annually.

A three member Review Committee shall be established for the purpose of resolving the conflict. One member shall represent the Office of the Superintendent; one member shall represent the Quincy Education Association and the third member will be selected by the individual seeking redress.

The party aggrieved may reject the first individual named to represent the Office of the Superintendent or the Quincy Education Association but must accept the second appointee from each group.

2 . The Review Committee shall gather facts from both parties through interviews. It will make and submit its recommendations within twenty working days of the filing of the complaint to the supervisor and supervisee. The Superintendent of Schools shall receive a copy of the recommendation.

2.5 The supervisor/supervisee will react in writing to the recommendation of the Review Committee within five (5) working days.

2.6 If the supervisee/supervisor still believes that the decision is not appropriate, the supervisee/supervisor may appeal in writing, to the Superintendent of Schools or his/her designee. The Superintendent or his/her designee shall review the issue (s) and submit a written decision within ten (10) working days to the supervisor/supervisee.

2.7 If the supervisee/supervisor still believes that the decision is not appropriate, he/she may appeal to the Grievance Committee of the Quincy Education Association when applicable.

2.8 The recourse process may be terminated at any time by mutual agreement of the supervisor and the supervisee.

THE APPRAISAL PROCESS

I. Purpose of Appraisal

A. To stimulate professional growth.
B. To improve professional performance.

II. Mechanics of Appraisal

A. The evaluatee and evaluator discuss goals and methods for best arriving at them.
  1. Understand exactly what will be expected
    a. Goal
    b. Process
    c. Outcomes
B. Determine precisely how the evaluatee may proceed in independent action during the year.
C. Decide the kinds of specific help and contacts to be made with the evaluatee during the year.
  1. Conferences
    a. Initiated by the evaluator
    b. Initiated by the evaluatee
  2. Classroom visits
    a. Unannounced classroom visits.
    b. At the invitation of the evaluatee.
    c. Well distributed throughout the year.
    d. This does not mean that all supervisory contacts have to be entirely related to the appraisal process.
D. Complete Appraisal of Evaluatee Performance
  1. Section A: Goals (October)
  2. Section B: Process in Reference to the Achievement of Goals (October)
  3. Section C: Summary Evaluation (May)
  4. An anecdotal Record or Contacts (October to May) should be maintained.

III. The Appraisal Conference

A. Concern with goals, process, and outcomes.
B. Responsibility of the evalutee.
  1. Make self-appraisal a thoughtful self-inventory.
  2. Know what worked well; what did not and why.
  3. Don't be too modest to take credit for success or afraid to accept responsibility for lack of it.
  4. Approach appraisal conference with positive attitude.
C. Responsibility of the evaluator
  1. Make sure appraisal judgements are supported by evidence.
  2. Be willing to admit failure to provide as much help as desired.
  3. Create sense of joint responsibility for successful job performance.
  4. Commend where possible; constructively criticize when necessary.
D. Outcomes of the conference
  a. What are the next steps?
  b. How can performance be further improved?

NUMBER AND DATES OF EVALUATION

There will be three evaluations for all non-tenure teachers.

FIRST:	November 15	Initial Evaluation, Analysis and Program for Growth
SECOND:	January 15	Intermediate Evaluation and Progress Report
THIRD:	March 15	Final Evaluation

The intent of each evaluation should be to encourage growth and report on professional competency. Since contract notices are issued on or before April 15 of each year, all study and review is keyed toward a firm decision by March 15. The pattern of constructive in-service performance and success or failure of the teacher should be progressively evident on the evaluation reports.

1. A folder should be maintained on each teacher by the principals. The folder should contain pertinent information concerning the teacher's effectiveness, growth in elimination of weaknesses, etc.

2. An anecdotal record of observations, discussions, action taken by principal, director, department head, and action taken by teacher as a result of evluation.

3. A contact sheet with dates should be part of the folder.

4. Teacher evaluations should be done by means of:

   (a) written report
   (b) check-off sheet
   (c) dialogue between teacher and principal

5. The evaluation for April 15 contract or tenure decisions should be self-evident as a result of cumulative evidence documented from the beginning of the teacher's career in Westwood.

6. Teachers should know their strengths and weaknesses from the very first evaluation - no later than December 15th from the principal and others on how to improve. Evaluation without follow-up help is not satisfactory.

MERIDEN

YEARLY EVALUATION CYCLE
TEACHER EVALUATION PROGRAM CALENDAR

DATES	ACTION TO BE TAKEN
July - August	In-Service Training for Administration Staff regarding various aspects of the Teacher Evaluation Program.
By the First Week in September	All teachers receive the Board of Education's goals and objectives, and the objectives of their principal and in some cases, their subject supervisor.
By Mid-September	An orientation on the evaluation program is conducted for teachers.
By the End of October	Supervisors conference with all teachers to discuss the suitability of proposed professional objectives. Two copies of the finalized objectives are prepared by the teacher. One copy is forwarded to the supervisor.
From the End of October On	At least one (1) progress conference is scheduled and conducted by supervisors for each teacher. Where appropriate, observations are performed. All conferences are written up by the supervisor. In any instance where teacher and supervisor disagree, the teacher may submit a separate Data Form write-up of the conference. Also, teachers are encouraged to conduct a self-evaluation for progress conferences utilizing the Self-Evaluation Forms. Self-Evaluations will be processed and filed in the same manner as Data Forms.
As Soon As Possible	All marginal or unsatisfactory cases are discussed with the teacher and reported to the appropriate Central Office administrator.
By the End of January*	Supervisors confer with Central Office administrators explaining and indicating the reasons for the tentative evaluations contemplated for teachers including recommendations for tenure. All evaluations are completed and forms sent to the appropriate Central Office administrator.
Before March 1*	Notices of unsatisfactory performance are completed by the superintendent.
By June 1	Supervisors conduct final reviews of teachers' professional objectives.
By July 1	Supervisors forward to the appropriate Central Office administrator copies of year-end evaluations of professional objectives for review and placement in personnel folders.

*Applies only to personnel designated unsatisfactory or not on tenure.

Southern Berkshire Regional School District

PROPOSED ——STAFF EVALUATION PROCESS

1. Education for Supervisor
2. Education for Teacher
3. Pre-Evaluation Conference Initiated by Supervisor
    a. Review of Philosophy, Purpose, and Criteria (attached)
    b. Review of Various Optional Methods Available (see attached descriptions)
    c. Mutual Selection of Methodology To Be Used (see attached descriptions)
    d. Familiarization of Form (s) To Be Used (copy attached)
    e. Set Dates
4. Evaluation Will Be Carried Out In Accordance with District Philosophy and Established Criteria and Methods (see attached descriptions)
5. Post-Evaluation Summary Is Completed Annually by a Supervisor and Reviewed with Teacher. Upon completion It Is Sent To the Central Office for Reappointment and Personnel File.
    a. Summary Is To Be Written
    b. Teacher Has Opportunity to Comment and Sign (**Note:** Signature Does Not constitute Agreement with Content of the Report. Refer to Agreement - Article IX, Section A)

The evaluation process is intended to be a long-term process which takes into consideration the total educational environment in which each staff member performs. It is not intended that portions of the process be used as the sole basis for reprimanding, suspending, or short-term discipline; however, nothing herein limits the authority and responsibility of the principals for disciplining, reprimanding or suspending teachers as provided under Article IX, Section C, of the Teachers' Agreement and Chapter 71, Section 42, of the General Laws of the Commonwealth.

1/10/80
TAC/hk

RE: POST EVALUATION SUMMARY

The Post Evaluation Summary shall include:

1) Areas of commendation
2) Areas in need of improvement
3) Plans for improvement
4) Recommendations (for reappointment, etc.)
5) Number of years in the district

RE: FREQUENCY

Non-tenure teachers-annually	(must include at least **three** direct observations; one within the first 30 days of teaching)
-Tenure teachers-biannually	(Evaluations for tenure teachers can be conducted annually as time permits at the request of the teacher. They may also be conducted annually at the request of a supervisor when a documented problem exists.)

Note: All teachers shall be given at least 24 hours notice prior to a formal evaluation. All formal monitoring or observation will be conducted openly with full knowledge of the teacher.

RE: APPLICATION OF DEFINED CRITERIA

Non-tenure teachers-	Teachers will be evaluated on all criteria each year. Method of data collection determined by supervisor.
Tenure teachers-	Criteria selected jointly by the teacher and evaluator and may include any of the established criteria. However, it is expected that in a span of six years every teacher shall be evaluated on all the criteria. Also, if the teacher elects to develop other comparable criteria aside from those listed he/she may do so with approval of supervisor. Method of data collection developed jointly.

RE:METHOD * OPTION

1) Teacher/Supervisor (traditional model)
2) Teacher/Peer/Supervisor
3) Teacher/Supervisor (self-analysis model)
4) Teacher/Peer Team/Supervisor

* All methods shall include a pre-conference and an analysis of data conference. Teachers shall be given a copy of any and all reports prepared during or after the evaluation process. Method of collecting data for all options will be developed jointly by supervisor and tenure teachers.

PILOT AND IMPLEMENTATION PLAN

Suggested Dates -

January 21, 1980 - (3:00 pm, Career Education Center)
Informing Staff of Plans and Progress to Date

February 7, 1980 -
Informing School Committee of Plans and Progress to Date

February 11 to 29 - (2 days)
Training Evaluators/Teachers

March 1 thru May 1 -
Pilot Program

May 1 thru May 30 -
Analysis of Field Test Results

June/July 1980 -
Refining and Revision (1 Day Workshop)

July/August -
Follow-up Training for Evaluators

September 1980 - June 1981 -
Implementation by All Non-Tenure Staff and Half of Tenure Staff

Summer 1981 -
One Day Workshop for Committee and Administrators to Make Final Refinements

September 1981 - June 1982 -
Implementation by All Non-Tenure Staff and Other Half of Tenure Staff

ADMINISTRATIVE REGULATIONS

BARNSTABLE

The Barnstable School Committee, in its policy on Teacher Evaluation, describes evaluation as "a process which gives teachers the opportunity to do their very best. It is a cooperative understanding carried on with mutual respect. The teacher should be a partner in the process. . .".

The Barnstable School Committee again places emphasis on trust in professional growth when it voted in the Spring of 1976 that all tenure teachers were acceptable and that the thrust of evaluation should be directed toward professional growth.

These regulations which describe the process of evaluation attempt to fulfill the intent of the Committee policy.

I. General:

The evaluation procedures of the Barnstable Public Schools will have three phases:

A. Phase 1 - This phase of evaluation is concerned with first, second, and third year non-tenure teachers. It is primarily a rating system that should provide professional growth and information regarding further re-election to the Barnstable Public Schools.

B. Phase 2 - This phase of evaluation is concerned with all tenure teachers and strives for improved learning and teaching that benefits the students; i.e., professional growth.

C. Phase 3 - This phase of evaluation is concerned with all teachers and deals with unsatisfactory performance of a particular person. It is totally apart from the other evaluative procedures. This procedure is described in the booklet entitled, "Phase III - On Notice of Employment Status".

II. Timetable:

Formal written evaluations shall be completed as follows:

A. Phase 1-
  1. By end of November
  2. By February 15
  3. By May 15 - first year teachers only

B. Phase 2 -
  1. Individual staff will prepare their job targets, if they choose self-evaluation, by the last school day of October
  2. Job target conference should take place no later than the last school day in November.
  3. Post-conference should take place no later than the fourth Friday in May.
  4. Other conferences should be scheduled as they seem necessary.
  5. Formal evaluations should be given to the Superintendent no later than the second Monday in June.

III. Process:

A. Phase 1 - Non-tenure teachers are evaluated and re-elected annually. The purpose of the evaluation is to cause these staff members to improve professionally, but it is also used as an instrument to determine re-election to a position in the Barnstable Public Schools.

The form for Phase 1 evaluation is included elsewhere in this booklet.

Second and third year staff are encouraged to participate in the self-evaluation process.

B. Phase 2 - All tenure teachers - this process presumes acceptability of the staff member and recognizes the individual differences of the staff member. Self-evaluation is encouraged, but optional. Teachers who choose not to participate in self-evaluation will be evaluated solely by the supervisor. The process is composed of the following components:

1. Self-evaluation to develop job targets for professional growth
2. Joint conference—supervisor-educator
3. Monitoring or data collection
4. Evaluation on achievement of job targets

The following addresses each component:

1. Self-evaluation

Prior to setting job targets, the individuals involved should conduct an analysis that includes such things as job descriptions, system philosophy, goals and priorities of school/department/program/team and an analysis of the teacher's past performance. After the analysis has taken place , the teacher should develop job targets which he will share at the target setting conference.

The Teacher Role: Prior to the objective setting conference, the teacher should do considerable self-evaluation. An introspective analysis of past performance, job description, district priorities, school and /or department goals, and personal goals will give the teacher some areas of possible focus for targets. The teacher should then determine specific targets and write those targets. It is important that the teacher not skip lightly over this step. This step is what will individualize the evaluation process. If the teacher goes into the job target setting conference empty handed, the supervisor is most likely to give some targets. The process is more constructive if the teacher is prepared.

The Supervisor Role: Prior to the job target setting conference, the supervisor should become familiar with the teacher's past performance. Keeping that in mind as well as school and district priorities, the supervisor may develop targets for the teacer to focus upon. In addition, the supervisor should identify the support to be given the teacher.

2. Job Target Setting Conference

This step requires the teacher and the supervisor to discuss the targets which will be focused upon during the ensuing evaluation cycle. The negotiation of the targets is where the evaluation process becomes individualized. Most targets will be quickly agreed upon. However, there may be some conflict because of initial disagreement about what targets should be addressed. It is important that any conflict surface at this point so it can be resolved rather than remain hidden and surface later. Following are some important points concerning targets:

a. The individual's targets should be consistent with the school or school district goals.
b. The number of targets will vary, but should not exceed six.
c. Targets should be prioritized to enable the person to properly allot time and effort.
d. Targets must be measurable or observable.

In addition to agreement on targets, there should be agreement on several other points:

a. A monitoring plan
b. Schedule for interim and final conference
c. Agreement and understanding of what has been decided upon in the conference

Teacher Role: At the objective setting conference, the teacher presents his or her targets and should expect the supervisor to comment regarding those targets. It is also likely that the supervisor will present some targets that he or she considers important for the teacher to focus upon. The product of the conference is a plan—an agreement between the teacher and the supervisor on how the teacher will be evaluated. It is extremely important that the agreement be clearly stated.

Supervisor Role: The supervisor receives targets the teacher desires to focus upon and assists in making them clear. Targets developed by the supervisor are discussed. Targets are agreed upon. Also, the nature and extent of support and help to be provided the teacer is determined. The supervisor should develop a copy of the evaluation agreement.

GENERAL NOTES:

1. Each year the evaluation procedure will be discussed and evaluated with administrators and teachers in order to improve the process.

2. Appeals to the Superintendent may include the following:
   a. That procedures are fair and consistently implemented.
   b. That the process of monitoring is reasonable.
   c. That targets are clear, reasonable, and manageable.

3. Monitoring the Data Collection

The focus of this activity is collecting data, not evaluating performance. Monitoring performance and evaluating performance are two separate functions. During the job target setting conference, agreement is reached on the monitoring procedures to be used. Data can be collected in a variety of ways depending upon objectives being pursued. Performance can also be monitored by a variety of people including the supervisor, the teacher, peers, and students. Any number of instruments and observation strategies can be employed.

Teacher Role: Between conferences it is important for the teacher to monitor his/her performance by collecting data. Good written records must be kept. Constant self-evaluation should take place.

Supervisor Role: The supervisor is responsible for minitoring as provided in the agreement. Classroom observations are made as agreed and other relevant data are collected. It is important that written records be kept.

4. Evaluation Conference

Data must be interpreted to give it meaning. That interpretation takes place at the evaluation conference. It must be remembered that the evaluation is in terms of the job targets previously agreed upon. Again, evaluation is not something done by just the supervisor. Self-evaluation is an important part of evaluation. It is essential for philosophical as well as practical reasons. Close supervision is not possible, nor is it desirable most of the time. If the process is to be developmental, it should encourage honest self-assessment. However, if the process has been followed, the supervisor is not making secretive judgements of a summative nature. Instead, the evaluations are formative and are a reflection of the available data. There may be instances when there is no agreement whether or not a job target has been met. The teacher may interpret the data one way and the supervisor may interpret it another way. In such cases, both parties should prepare a written evaluation summary for that objective to be included in the evaluation report.

Teacher Role: The teacher presents his or her evaluation of the job target, receives the supervisor's assessment, and assists in completing an evaluation report. The teacher should also assess the performance of the supervisor and the evaluation process and make suggestions for the next phase of the cycle.

Supervisor Role: The supervisor comes into the conference having already made an assessment of the data collected in the monitoring process. The teacher is encouraged to present a self-analysis. The supervisor presents his/her evaluation and both evaluations are discussed. An evaluation is made cooperatively by the participants.

Job targets in general can be defined as a highly definitive personalized written plan which:

1. Identified one or several related observable activities designed to improve the effectiveness of an individual educator's professional efforts.
2. Is cooperatively developed by the individual and his immediate supervisor.
3. Is identified with a specific area of the educator's responsibility.
4. Outlines methods and techniques for monitoring and assessing either objectively and/or subjectively the degree of the educator's accomplishment of the target.

The following are offered as guidelines for drawing job targets:

1. the job target must be defined in terms of results or conditions to be achieved—not just activities to do.
2. Job targets should be written so that they can be analyzed and reviewed from time to time.
3. Written job targets should start with an action term such as achieve, completed by, replace, convince, etc.
4. Job targets newly formulated should be set in the light of past experience.
5. Job targets should be stated in positive terms such as what to do rather than negative terms such as what to avoid.
6. Job targets should be concise statements without complex and elaborate descriptions.
7. Job targets should cover a single ended result and not a number of commitments.
8. Job targets that have been changed and modified must be recommunicated with the involved administrator.
9. Job targets must be realistic as to the resources, facilities and skills that are available.

SECTION VI

TRAINING FOR EVALUATORS

I. Overview

Developing a sound approach to evaluation is difficult and time-consuming. Existing models offer some assurance that it can be done and provide general directions for districts to take. But each school district must develop its own approach based on local needs and resources, once the initial step of developing procedures and instruments is taken an even more difficult problem surfaces: how can written guidelines and procedures be converted to practice?

Installing new evaluation practices must recognize, confront, and overcome a number of barriers. In addition to technical problems and weaknesses, the list includes: fear and distrust among those who are evaluated; uncertainty, inconsistency, and stress of evaluators and concerns of parents and community residents for accountability, and weaknesses.

One strategy for dealing with problems of implementing new evaluation procedures is to provide training. However, the range of responses to training needs is unusually wide. Some districts are not aware that training is important. Others know the importance but either lack resources or do not know where to look for assistance. Still others rely too heavily on "one-shot" workshops hosted locally or at various locations outside the districts. Only a few districts devote substantial time and energy to designing vigorous, on-going training programs. The fact that so few districts provide training undoubtedly undermines efforts to improve evaluation: if teachers and administrators are to receive the support they need, training is a top priority for all school districts in the Commonwealth of Massachusetts.

The purpose of this section is to provide guidance for districts wishing to initiate or to improve training in evaluation. By training, we do not only mean workshops that focus on important skills such as observing or holding evaluation conferences. We do not ignore such activities, but rather see these as part of a broader definition of training. By training we mean any activity that is conducted for the purposes of (1) improving how well individuals know and understand evaluation guidelines or procedures, (2) improving a wide range of skills in evaluation or in areas which provide supplementary support to the process, or (3) increasing the acceptance, confidence, or legitimacy of evaluation practices among participants, clients, and residents of a local community.

Included in this definition is a wide range of activities which school districts may consider to deal with specific issues as evaluation procedures are put into action. Intensive workshops, informal discussions among evaluators, useful studies of the evaluation process, or resources which individuals ponder on thier own are all forms of training. Without such training, most districts will either be disappointed by the slippage between intentions and reality or overwhelmed by the problems accompanying the efforts to improve evaluation. While training is no panacea, it can help if carefully planned and suited to a district's unique needs.

Prepared for the Study Committee on Evaluation of Educational Personnel by Terrence E. Deal and Sharon F. Rallis, Harvard Graduate School of Education and Kathryn I. Taylor.

This report does not suggest all of the available training resources in evaluation. Rather, it highlights some approaches and resources that are currently used in school districts in Massachusetts or in selected locations across the country. Interviews with administrators - as well as individuals who provide training - were the main sources of information.

The report provides a primer for districts which are considering training.
Its scope includes:

- General principles of training

Successful training requires certain characteristics. Our interviews in districts with advanced training programs and with individuals who provide training pinpointed serveral important features. These can be used as criteria for judging the potential of any specific effort. Training programs that do not observe these general principles will be less likely to produce desired results than those that do.

- Goals and Sequence of Training

Training in evaluation has a number of important goals and purposes. Training can promote understanding, acceptance, confidence, and faith in an evaluation process. Training can develop skills needed to make evaluation work effectively - whether the process is designed mainly to improve instruction, to make decisions about continued employment or both. Training can also upgrade skills needed to supplement basic aspects of the evaluation process. Communicating effectively, managing time, reducing stress in healthy ways, and managing conflicts so that it does not overshadow evaluation activities are examples of areas that are important but peripheral to the core skills of observing, conferencing, or writing evaluation reports.

Additionally, our interviews suggest a sequence in the goals of training. Skill training prior to training designed to foster understanding and acceptance will probably be ineffective. Training in supplementary areas may be needed to create a climate in which improved observation or conferencing skills can produce optimum efforts.

- Methods and Resources

Our interviews with school districts and trainers also revealed specific training programs now operating in Massachusetts and other areas. These programs are aimed at a variety of goals. A review of these programs suggests some possibilities and pinpoints specific districts and resources to consult for assistance at the local levels.

- A Training Checklist

Our interviews with districts and trainers suggested a number of questions that need to be considered before designing or revising a training program. While the answers are probably different for each school district, the questions can guide local decision-making. Considering the questions is an important activity before, during, and after training has begun. (The questions can be found in Section V - "A Checklist for Assessing and Developing Training Programs".)

II. General Principles of Training

Not all training is effective. Large scale studies of innovative programs question the value of training - particulary when it consists of one-shot workshops conducted by external consultants. Training can also backfire. Studies of some communications workshops, for example, reveal that short-term training actually can create new problems rather than improve skills. Training is sometimes an activity that school districts do mainly to show that something has been done. While training of this sort serves important symbolic needs, it usually does not accomplish other desired ends. And since evaluation is so important, training programs that work are sorely needed.

The big question is what can be done to make training effective. While answers are elusive, our interviews gave us confidence in some general principles that might guide the development of training activities. There is no guarantee that observing these principles will assure success. But, other things being equal, the following the guidelines should be a step in the right direction.

There are twelve general principles:

1. **Know why you are doing the training and make the rationale widely known.** Diverse goals or reasons exist for evaluation training. A district must recognize the reasons for deciding to train evaluators or others. The reasons must be based on local needs (unusual political pressures, standards of excellence, age of faculty, experience of administrators, etc.) and must be identified through careful planning. Planners must make sure that everyone knows the reasons behind the training.

2. **Use what you have first.** Any district will have strengths that already exist—skills and competencies, shared understandings, open, trusting relationships between people—that can provide a foundation for training. A training program will be stronger if resources already available are tapped before seeking outside help.

3. **Make sure the superintendent, school committee, and critical "others" are behind the effort.** To succeed, evaluation training requires support from everyone. But demonstrated support from the top is essential from the outset. Top level support is necessary for symbolic reasons—it signals that training is important. It is also necessary for practical reasons—decision-makers can assign resources.

4. **Provide sufficient resources.** Without adequate time, money, energy, and materials, any training programs will fail. Resources must be available as needed—without a constant struggle.

5. **Charge one individual with overall responsibility for training.** An individual should be responsible for initiating, assessing, monitoring, and coordinating training as well as for assuring quality control. Responsibility for various components of training may be distributed to appropriate individuals throughout a district. But one central office administrator should be widely recognized as "in charge" of the total effort.

6. **Establish training as an integral part of the district's operation.** Training should be embedded in the district's general operating goals, and treated the same—no more important, no less so—than any other essential practice or activity. The effectiveness of training should be determined by the same methods used to assess other important programs.

7. Make training attractive to those who can benefit from it. A successful training program is one which individuals choose to attend. Their reasons might include: a need *they* feel; enjoyment of training activities; opportunities to build working relationships with colleagues; ready availability of the sessions; obvious relationships between training and real-life practice; or an advance opportunity to shape the sessions. Training should never have a stigma attached—it should be a widely accepted and normal professional responsibility. An on-going cadre of individuals who receive and give training provides an important critical mass of expertise within the district.

8. Design training activities which engage participants with one another and with pertinent materials in a climate conducive to learning and growth. Training sessions must include hands-on activities, real-life cases, opportunities to practice skills, and chances to interact with other participants in a candid, non-threatening atmosphere.

9. Link training to everyday practice. To be successful, training must be continually reinforced in practice. Even the best training will be useless unless it is reflected in everyday behavior, understandings, and attitudes. Participants must feel the activities are ones they can carry back to their practice. One means of assuring the connection of training to everyday practice is to monitor use of skills learned in sessions. Another is to reward desired practices. Still another is simply to pay attention—in a variety of ways—to those practices which training is designed to improve.

10. Keep training current. Any training program will need constant reassessing and revising. If activities no longer meet needs, they should be changed. If an activity has not worked, it should be dropped. New developments or activities which may suit new or existing needs should be incorporated.

11. Rely on external consultants for specific inputs, not for ongoing training. External consultants can often bring perspectives and skills that are not available in-house, fill gaps in existing resources, or deal with a temporary need. But the key to a successful effort is a critical mass of insiders who keep training alive—not external consultants who blow in, blow off and blow out.

12. Don't be afraid to reinvent the wheel. Effective training requires, above all else, faith and confidence. Participants need to believe in training and know that it suits immediate needs. Training also needs to fit the motif of a particular district. These requirements will be met only if training opportunities are invented locally or if those borrowed from other districts are adapted to local conditions.

III. Goals and Sequence for Training

Training often emphasizes developing skills of evaluators - observing, conferencing, or writing final evaluations. These skills, of course, are vital to any evaluation process that does what it is supposed to do. But there are several important goals that training may pursue. For an evaluation system to work effectively, several needs are evident.

- The process (documents, instruments, and procedures) must be widely known and accepted, fully understood, and seen as legitimate. Additionally, an evaluation process requires a conception of good teaching shared across all groups - including students, parents, and residents of the local community.

- Evaluation skills and techniques for improving instruction need to be finely honed - observations, communication of evaluations, and working jointly with those being evaluated. But, in addition, other

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skills assume great importance when evaluations are used for making decisions about personnel - adhering to time lines, consistently following procedures, documenting various steps, and writing clear and straightforward appraisals.

- Supplementary skills and understandings must be strengthened to support the evaluation process. Human relations skills, approaches to manage stress and conflict, and strategies for clarifying roles and responsibilities are often important in creating a climate of trust and openness.

Within a given district, any need may become a top priority goal for training. For some districts the most important goal may be to increase the awareness, understanding, or confidence in the evaluation process. This may include disseminating the main steps of the process, convening groups to discuss and revise the procedures of the evaluation instrument, or soliciting perceptions of the evaluation process from various groups and allowing these views to be confronted openly. In many districts, the most important goal of training may be to arrive at a shared conception of good teaching.

For other districts, the top-priority is to improve skills of evaluators. Some districts may be concerned with skills for improving instruction; others emphasize skills needed to make judgements that are accurate, consistent, and legally defensible. Concern about skills may not be limited to evaluators. Training can also focus on skills needed by those being evaluated and provide help to improve the skills and understanding of parents or students who take an active role in the evaluation of teachers or administrators.

In still other districts, the main goal of training may be to create support for the evaluation process. Training in stress management may soothe tensions and concerns which accompany evaluation. Focusing on school climate or human relations skills may help to increase mutual respect and trust. Emphasizing the administrative problems in evaluating - time management or conflict management - may help evaluators to be more efficient. Helping teachers to seek other employment possibilities may reduce some of the threat when reducing the size of the professional staff is necessary.

An important step in designing a training program is to identify pressing needs as a basis for the goals of training. Goals of training are more comprehensive than many districts now imagine. But goals are not mutually exclusive. Training which yields a shared conception of teaching may produce more skilled evaluators. Wider understanding of evaluation procedures may improve the climate of evaluation. But it is important that goals of training be developed before specific activities are selected.

For districts beginning a training program, it may be helpful to consider the goals of training as a sequence of activities. It would be unwise to begin skills training until the process is understood, accepted, and seen as legitimate - or a shared conception of teaching is hammered out. It may also be important that issues of climate, trust, or communication be dealt with before training in evaluation skills proceeds. The sequence of training is probably as important as the substance.

Within the Commonwealth of Massachusetts, and in other districts across the country, there are examples of districts that are now involved in training programs with various purposes or goals. Highlighting these approaches to illustrate the possibilities is the task of the next section. But it is crucial to remember that training serves a variety of goals. The need for training must be reviewed before activity gets underway.

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IV. Methods and Resources for Training

What specific methods do school districts use to achieve training goals? The interviews identified a number of approaches. Some of these are training programs in Massachusetts. Others exist in districts outside the Commonwealth. In addition, there are resources - locally and nationwide - which could be tailored to suit a variety of training needs. Our emphasis is on resources that are actually being used, rather than the full range of those that are available.

The following examples highlight several possible approaches to training. These examples show generally how training can be done. Many districts in Massachusetts will see in the examples specific models they may wish to adapt to suit local training needs. To others, the examples will kindle imagination to create training specifically designed to remedy existing weaknesses in evaluation practices. Some districts will want to contact districts or consultants for more details or assistance. Examples are listed for each of the three main goals of training: promoting understanding, acceptance or legitimacy; improving skills; and providing supplementary support for basic evaluation activities.

Examples of training programs designed to promote understanding, acceptance, and legitimacy, or to develop shared conceptions of teaching:

- A simple method of increasing understanding of the evaluation process is to distribute evaluation handbooks. In Framingham, for example, the handbook explains the process, answers questions which typically arise about evaluation procedures, and includes copies of various forms. These handbooks can be used either by individuals or in staff workshops.

- Another method of helping people understand evaluation is to hold orientation sessions which explain the process, answer questions, and provide a vehicle for discussion and negotiation. West Hartford, Connecticut, Amherst, and Reading are examples of districts that hold such sessions.

- Acceptance of evaluation procedures can be encouraged in a number of ways. The Cambridge district produced a slide show highlighting the deliberations of the committee as it developed the evaluation procedure. The slide show is used in training sessions to demonstrate the give and take, rationale, issues, and compromises that were a part of developing the district's approach to evaluation.

- Quincy is using another method. There a committee composed of representatives from all internal groups spent a substantial amount of time developing a new approach to evaluation. Training within the committee encouraged a common language and orientation. Regular contact between representatives and their constituencies keeps everyone informed and provided continuing opportunities for input and influence. The final documents are now being submitted to all groups for feedback and approval.

- Lunenburg used experiences of other districts to stimulate internal discussion of issues and problems involved in implementing a Management-by-Objectives evaluation system. Teams of department heads, administrators, and teachers visited other districts with a Management-by-Objectives system. Upon returning to the districts, team members distilled their observations and shared their experience with others. Understanding the experience of other districts can be used to enhance understanding locally.

- Duxbury recently completed an audit of a forward-looking evaluation process developed three years ago. The audit was sponsored jointly by the school committee and the teacher association. Its purpose was to gather perceptions of the evaluation system from several viewpoints. Two external consultants (Terrence Deal and Sharon Rallis of Harvard's Graduate School of Education) spent two days in Duxbury interviewing members of various groups. One consultant interviewed teachers - the recipients of evaluation. The other gathered the views of school committee members, administrators, department heads, students and parents. These diverse views were woven together in a report highlighting the strengths and weaknesses of the evaluation system and suggesting some issues in need of attention. Discussions of the report within each role group followed with the external consultants present. As a training activity, the audit was designed to increase knowledge and understanding of the evaluation process and, through discussions and future improvements, to foster greater trust, faith, and confidence.

- A training program in Marlboro, while focusing on supervisory skills, emphasizes the development of a consistent approach to evaluation across schools in the district. Training addresses questions such as: What do criteria mean? How do we interpret criteria? The main goal is a common understanding of the criteria for evaluation.

- Concord's approach to training emphasizes the development of a shared conception of teaching. Two external consultants (Robert Gower and Jon Saphier of Research for Better Teaching, Inc.) have been working with teachers using 15 parameters of teaching as a common framework for discussion of teaching practices. The training has recently been extended to include administrators who will ultimately use the parameters of teaching as a basis for classroom observations. a consortium of districts (Concord, Carlisle, and Lexington) with the help of the external consultants, has formed to support a project extending the training still further. A proposal outlines steps to use the paramenters of teaching as a common base for teachers, supervisors, evaluators, and staff developers (a role to provide even more instructional assistance to teachers). Specific skill training in observing and other aspects of evaluation will be used to make the shared conception of teaching operational.

- Madeline Hunter, of U.C.L.A.'s Graduate School of Education, has isolated eleven components of successful teaching through extensive analysis of teaching behavior. These eleven components form a conception of teaching that can be used to guide classroom observations and conferences. Critical to this approach are five questions which evaluations must address? (1) Is there a perceivable objective? (2) Is the objective appropriate for this group of learners? (3) Was the objective achieved? (4) What did the teacher do that facilitated learning? (5) What did the teacher do that interfered with learning? Several districts in California and elsewhere have used this framework to guide evaluation and supervisory efforts.

- West Hartford, Connecticut holds regular inservice sessions dealing with topics such as : what is quality teaching? how do students learn?

To review, one critical need is to develop an evaluation approach that is fully understood, widely accepted, seen as legitimate, and guided by a shared conception of good teaching or of good management in the case of administrative evaluation. This need becomes an important goal of training - one that usually needs to be tackled before others can be addressed. Several school districts are now providing training in this area. Their efforts highlight some of the possibilities that others need to explore.

Examples of training programs designed to develop skills of evaluators.

One of the most common goals of training is to improve the skills of administrators, supervisors or others who are responsible for conducting evaluations. Training activities take two forms: those that are concerned primarily with skills related to the improvement of instruction and those that are concerned with skills that assure evaluations can be used to make personnel decisions. Although the two sometimes overlap, training for each takes a different slant.

A number of districts have training designed to improve the skillls of evaluators in efforts to improve instruction.

- Framingham holds five workshops a year. These emphasize observation skills,including more systematic approaches such as Flanders Interaction Analysis, (a scheme for capturing the structure and content of communcation channels) conferencing strategies, and exercises to increase inter-rater reliability among evaluators. The workshops involve both teachers and administrators, on released time, and are held at off-campus locations.

- West Hartford, Connecticut provides training for both teachers and administrators. The sessions are led by the personnel director. Hartford's summer sessions provide opportunities for evaluators to practice skills in an actual classroom setting.

- Worcester offers regular courses after school sponsored by the school system's Office of Teacher Training. The purpose of these training sessions is to explanin the theory behind clinical supervision, to provide opportunities to relate theory to practice using video tapes, and to practice skills of conferencing, observing and joint development of teaching goals. Worcester's sessions are voluntary, open to anyone, and participants receive equivalent credits.

- Weston uses external consultants from the Leadership and Learning Corporation to provide training in evaluation skills which emphasize case studies, role playing, writing different outcomes to case studies, developing case studies around important problems of evaluation within the district and providing opportunities for participants to brainstorm solutions.

- The Superintendent of Minuteman Regional Vocational-Technical High School in Lexington develops and uses workshops which introduce an evaluation by objective (EBO) approach to the improvement of instruction.

- Amherst offers inservice training for knowing what to observe, how to critique teachings and how to write evaluations. Sessions are given by the district's own staff and are designed to provide ample opportunities for sharing and dialogue among participants.

- Some districts provide training for evaluators using a one-to-one format instead of group workshops. In Westport, Connecticut, the Special Assistant to the Superintendent for Personnel sits in on evaluation conferences. As he later talks with evaluators about their performance he models effective conference techniques. In Oakland, California, the personnel director counsels evaluators, and makes specific suggestions about how their activities might be improved. He spends considerable time working individually with evaluators who need help. In Stow, the superintendent works directly with principals to improve written evaluations. He reads all written evaluations, holds conferences to discuss strengths and weaknesses and rewards, through a merit system with those principals who write strong written evaluations.

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- Raleigh, North Carolina, has established an Administrative Academy in which principals themselves are responsible for training in observation skills. Principals developed their own syllabus, designed a series of small group exercises, produced a video-tape, and outlined a sequence of steps in which principals write and critique observation reports. One year the superintendent required principals to spend at least two periods a day in classrooms and to write observation reports after each visit.

- The Network, Inc. of Andover, Massachusetts provides two types of training in evaluation skills. The first is an awareness workshop which outlines 25 elements of ideal staff evaluation and introduces skills in areas of self-evaluation, observation, feedback, student evaluations, and on issues which arise from the system-as-a-whole. The second training event is a follow-up workshop which focuses on one of the elements introduced in the introductory session and outline rules, practices, and issues.

- Keith Acheson, College of Education, University of Oregon, conducts two-day workshops which focus on classroom observation techniques and strategies for holding effective conferences. Acheson also conducts workshops which, in addition to observation and conferencing skills, focus on what needs to be done in evaluation to observe due process concerns and to provide resources at the district level needed to support evaluation practices in schools. These expanded sessions are team efforts in which Acheson works closely with an attorney and the superintendent of schools

Examples of training to develop skills for conducting evaluations for use in making personnel decisions include:

- Wayland's training emphasizes procedures for writing clear, legally defensible evaluations. The Assistant Superintendent for Personnel holds sessions which teach supervisors the mechanics of evaluation procedures and provide hands-on practice in writing evaluations. He also offers support and training, and monitors the evaluation process by reading drafts of principals' evaluations, by conducting observations himself, and by sharing with supervisors events at arbitration hearing where evaluations have played a key role. Finally, Wayland uses the Network Inc. of Andover for additional skill training and sends supervisors to a variety of evaluation workshops.

- In Greenwich, Connecticut, central office personnel read all observation reports and run workshops to train supervisors to write clear and specific evaluations. These workshops use actual examples of evaluations from which names have been removed. Their language is examined to determine how the evaluation would hold up in court.

- Workshops in Reading aim to develop guiding principles for writing evaluations. Supervisors are asked to write evaluations. Copies are collected and subjected to review by the group. In addition, all day summer workshops use role plays and simulations, conducting goalsetting conferences, dealing with troubled employees, and giving feedback are topics included in these sessions. The system also produces and distributes to teachers materials on due process and supervision. These materials inform teachers of their legal rights and responsibilities.

- Weston holds mock reduction-in-force workshops where supervisors review simulated personnel folders to check for clarity, to discuss particular cases and weight the various documents in the case, and to review principles for sound decision making.

In summary, the emphasis of the training sessions designed to improve evaluation skills is twofold: focusing of observation, conferencing, and writing techniques to help teachers improve, and focusing on procedures and writing skills so that evaluations may follow due process and be used for making personnel decisions.

Examples of Training Programs Designed to Provide Supplementary Support to Basic Evaluation Training.

- Some districts provide support by holding regular meetings in which supervisors polish skills, compare work, and share experiences of evaluating.

- Weston offers leadership seminars which are ongoing inservice meetings scheduled throughout the school year for all department heads, directors, and other administrators. In these seminars, administrators learn supervisory skills as well as share and discuss difficult cases. Similarly, the Director of Personnel in Lexington holds regular "Supervisors' Cabinet Meetings" in which department heads discuss various supervisory approaches, compare written evaluations, share case studies, and examine difficult situations.

- Some systems use regularly scheduled inservice meetings to support administrators and department heads in their dealings with general leadership issues. Since evaluation is one aspect of administration, training in this area is included in some of these sessions. For example, the Oakland, California schools have two certified staff developers who hold regular meetings which address issues of curriculum and instruction, as well as evaluation. In Quincy, meetings deal with management skills such as forecasting and planning.

- Another approach designed to support supervision is inservice sessions around developing interpersonal relations skills. Westport, Connecticut holds inservice workshops emphasizing skills such as motivation, counseling, and goal setting. Quincy does training in human relations with an aim toward developing sensitivity, trust, and openness, characteristics which Quincy considers to be necessary to the success of their clinical supervision process.

- Various external consultants or organizations provide workshops dealing with supplemental services for supervisors. William C. Carey, a former school superintendent in California, has developed a self-contained manual/video tape series on the administrative problems of teacher evaluation. Topics include: skills of principals, diversity of teachers, authority and power of principals, rewards principals control, agenda for staff meetings, teacher stress, principal stress, time management, staff morale, and union issues.

- Project Leadership provides a set of self contained guides available through the Association of California School Administrators. Materials for workshops focus on "time management", "staying alive", "communication skills", "improving school climate", and "humanistic lay-off dismissal procedures."

- Weston uses an unusual approach to support teachers in a time of pressures stemming from reductions in force and evaluations. A committee provides counseling on job alternatives available to teachers. The group offered seminars with panelists of town residents presenting a look at new careers. The committee also assists teachers with resume writing, in making contacts, and in getting interviews.

Since the evaluation process is usually complex and difficult, a range of peripheral needs may surface. In order to free people to participate fully in the evaluation process, these needs should be met. School systems have used a variety of ways: inservice sessions to deal with issues such as stress or human relations; ongoing opportunities to share experiences, efforts, and problems among colleagues; committees to help teachers who are looking for alternatives to teaching; or hiring outside consultants with special skills. These training opportunities can offer a useful supplement to other basic training.

Throughout these approaches, a number of different training methods can be seen. These methods may be used individually or combined to form an approach suited to a specific training goal.

To summarize: among school districts in Massachusetts (and elsewhere) the following training methods are illustrative:

- case studies—in books or locally developed cases
- role playing—with observers
- brainstorming
- discussions of how to give negative feedback and how to conference
- samples of evaluations followed by group critique
- hypothetical or actual case studies highlighting possible outcomes
- mock RIF workshop—using personnel folders from a hypothetical department needing to eliminate one or two positions; staff members analyze folders and develop criteria for decision making
- tape-recorded conferences—followed by group critique
- video-tapes of teaching situation—followed by group critique, having each person write down observations, followed by pairs who take turns role-playing teacher or evaluator
- critiques of actual written evaluations to check for clarity and intent of language
- arenas which provide chances for staff members to express their concerns about the evaluation process
- pairing new with experienced administrators for training
- workshops in time management and other management areas
- staff members reporting back to school several days before students to provide time for both formal sessions and informal conversations about evaluation
- role modeling
- slide-tape presentations.

V. A Checklist for Assessing and Developing Training Programs

School districts throughout the Commonwealth report a wide range of training programs from sporadic one-time efforts to those that are multifaceted and on-going. Given unique conditions created by each district's level of staff development, personnel needs, local environment, etc., each district will have unique training needs. Even with an understanding of the general principles and goals of training, it may be difficult to put these ideas into action. Part of the problem each district will face is recognizing exactly where in the sequence of having it may fit, or where its strengths or gaps may lie.

A list of questions might prove useful for districts as criteria for assessing existing training or as considerations in designing new efforts. The checklist is intended to serve only as a simple guide, not as a road map, to help a district determine its own direction improving or creating a training program for evaluation. The questions reflect the substance, issues, and examples discussed throughout the report. Specific questions are listed in a logical sequence of six generic categories which need to be addressed in assessing or developing any training program.

Why Training?

Why is training for evaluation needed?
In what specific techniques or skills do participants need training?
Do all participants understand the purpose of training?

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Who Is Involved?

Who has responsibility for the training process, making decisions about personnel materials, timing, sequence arrangements, etc.?
Who needs to participate in training?
Who is grouped with whom at different levels of training?
Who participates in planning the training?
Who conducts training sessions—external consultants or internal staff?
Who conducts follow-up, on-going assessment, and revisions of training?
Who is already present in the system who could contribute to training?

What is the Substance of Training?

What methods and resources are used in training?
What sequence is planned for training?
What combinations of activities are appropriate for different stages of training?
What resources support the training process—release time, funds for developing materials or hiring consultants, etc.?
What resources exist within the district already that can be tapped for training?
Can materials be developed within the district, or must prepared materials be used?
What are the goals of each training component?
What practice opportunities are built into training?
What kinds of interaction between participants is built into training?
What occurs during training sessions—discussions, hands-on activities, planning, lectures, demonstrations, role-plays, etc.?
What follow-up and evaluation of training is planned?
What help is provided to participants for producing clear and specific written evaluations?
What additional (peripheral) supports are needed by participants, such as time management skills, conflict management skills, stress management skills, and how are these needs met?
What kinds of administrative support and commitment are provided to ensure the effectiveness and importance of training?

How is the Training Done?

How is training designed to increase communication between constituencies?
How does training help to develop a climate that is non-threatening and open?
How does training help to relate evaluation to the total operation of the school system?
How is training designed to be attractive, useful, and comfortable for participants? How does training help to increase trust among participants?
How is training made flexible enough to adapt to changing needs?
How does training ensure that insights and skills gained will be sustained over time?
How does training promote increased understanding of what constitutes effective teaching?
How does training reflect and support the district's central philosophy of education?
How does training explain , share, and assure understanding of the evaluation process?
How does training promote shared interpretations of criteria or procedures?
How does training promote uniformity of evaluation procedures across levels, schools, evaluators?

When is Training Done?

At what points in the school year are training sessions most effective?
When does informal training take place?
When are new employees given training?
Does training take place on release time, during the summer, at regular staff meeting, etc.?

Where is Training Done?

Are training sessions held in individual buildings, at a central location, or at a retreat center?
Are all training activities held in the same location or is a variety of locations more suitable?
Is the location accessible to all participants?

This checklist can be used in two ways: using the questions as they are worked provides a framework for assessing an existing training program; changing the verb from "is" to "should" makes the questions suitable for planning.

VI. Conclusion

Without doubt, improving evaluation in Massachusetts will require training for teachers, administrators, and others. To be effective, new evaluation systems need to move from drawing board to action. In operation, evaluation sytems need to be widely understood and accepted, promote faith and confidence among participants, and be built on a shared conception of what is good practice. New evaluation systems require new skills on the part of all concerned and often require the creation of new organizational patterns or characteristics. Each of these needs provides an important goal for training. Some districts may have to provide training in only one area. But most will have to start from scratch in developing their training programs.

When a district, paricularly one which has not yet begun training for evaluation, looks at the task ahead, it may appear overwhelming. This section offers a starting point by identifying principles, goals, and a sequence of training. From the beginning, each district can choose methods and resources to meet its unique needs. But this task need not be done alone. Rather, districts can build networks with others to exchange sound training ideas. The report identifies a few districts that have consortium efforts underway. Consortia of districts could also be formed to pool resources for training. Generally, a more extensive effort to identify existing resources must be made. Our report is only a first step.

In summary, the task of developing evaluation training programs may appear overwhelming, but it is possible — with patience and effort - and with cooperation between districts.

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SECTION VII

LEGAL ASPECTS OF EVALUATION

I. INTRODUCTION

This section will discuss the impact of judicial decisions and administrative agency decisions in Massachusetts on the evaluation of educational personnel. The courts and the Massachusetts Labor Relations Commission generally address this subject in response to a complaint that the evaluation process has resulted in adverse action taken against an employee. Therefore, this section will provide a broad outline of existing state law on the demotion or termination of educational personnel, both tenured and non-tenured, and set out guidelines for complying with the relevant statutes, case law and agency decisions.

It cannot be stressed too strongly that the provisions of any applicable collective bargaining agreement must be followed by anyone involved in this area. The collective bargaining agreement may alter some of the following general statements.

II. MASSACHUSETTS STATUTES

The basic statutes governing decisions on evaluation, retention or termination of school committee employees are Massachusetts General Laws Chapter 71, Sections 37, 41, 42 and 42A. Section 37 provides that the school committee "shall have general charge of the public schools. . . " and has been interpreted as affording the school committee broad powers over all aspects of public elementary and secondary education. Section 41 is the statute that establishes tenure for teachers and principals while Sections 42 and 42A set out the procedures to be followed in the event of discharge of teachers and superintendents and the demotion of principals and supervisors, respectively. These are set out in full in the appendix.

> The power of a school committee to evaluate its personnel has not been challenged. The rationale behind this is that the school committee, which has broad managerial powers as provided in G.L. c.71, s.37 and cases decided thereunder, is the ultimate decision-maker in this regard. What has been challenged, however, is the *manner* in which an evaluation system has been imposed or implemented. *See, e.g., School Committee of West Bridgewater v. West Bridgewater Teacher's Ass'n.*, 372 Mass. 121, 360 N.E. 2d 886 (1977), *Burlington School Committee*, 6 MLC 1834 (1980), and *Newton School Custodians*, 4 MLC 1334 (1977), aff'd in part, 5 MLC 1016 (1978).

Sections 41, 42 and 42A of Chapter 71 may be classified as "procedural" rather than "substantive". Nowhere do any of these statutes regulate or in any way refer to the evaluation of educational personnel. Instead, these statutes require that the school committee provide due process to certain employees who are to be terminated or demoted. That is, they must receive notice of the intended action and the reasons therefore, they must be afforded an opportunity to be heard by the school committee, and the reasons for the school committee's action must be substantiated.

Prepared for the Study Committee on Educational Personnel by Sandra L. Moody, Esq.

Massachusetts courts have strictly applied the procedural safeguards contained in G.L. c.71, ss. 41, 42 and 42A. See *Glennon v. School Committee of Boston*, 1978 Mass. Adv. Sh. 2039 378 N.E. 2d 1372 (1978); *Nutter v. School Committee of Lowell*, 5 Mass. App. 77, 359 N.E. 2d 962 (1977). In each of these cases the court found that, although the school committee had the authority to order the termination or demotion that resulted in the lawsuit, the school committee's action was invalid because the procedures set out in the appropriate statutes had not been followed.

There are some instances in which the courts will review the substance of the school committee's action even though procedural requirements have been met. One of these instances involves the teacher who claims that he or she is being singled out for disciplinary action in retaliation for exercising his or her right of free speech as guaranteed by the First Amendment to the United States Constitution. See *Pickering v. Board of Education*, 391 U.S. 563 (1968) and *Perry v. Sindermann*, 408 U.S. 593 (1972). Similarly, the courts have stated that they may review procedurally correct personnel actions to ensure that those actions were taken in good faith and that, for example, a reorganization of the school system is not a subterfuge for removal of certain personnel. See *Kaplan v. School Committee of Melrose*, 363 Mass. 362, 294 N.E. 2d 209 (1973), *Nutter v. School Committe of Lowell, supra*. In *Massachusetts Board of Regional Community Colleges v. Labor Relations Commission*, 1979 Mass. Adv. Sh. 1080, 388 N.E. 2d 1185 (1979) the Massachusetts Labor Relations Commission found that a termination which was allegedly based on a poor evaluation was really due to the employee's union activities. The Massachusetts Supreme Judicial Court upheld the decision of the Labor Relations Commission invalidating the termination.

III. LEGAL ASPECTS OF EVALUATION OF EDUCATIONAL PERSONNEL

Several states have recently enacted statutes or regulations requiring the evaluation of educational personnel. Some of these statutes and regulations require evaluations of all certified public school employees (*e.g.*, California and Washington), some exclude superintendents (*e.g.*, Oregon and Connecticut), others only require the evaluation of teaching staff (*e.g.* New Jersey) and others only require the evaluation of teachers and principals (*e.g.*, Louisiana).

The area of evaluation of educational personnel, like all other aspects of elementary and secondary education, varies so widely from one state to another that it is impossible to describe a common system or practice. The one trend that can be discerned is that the evaluation of educational personnel is more frequently becoming a matter for judicial review. The only clear line of judicial authority in these recent cases is that the contractual or statutory procedures must be followed if any action against an employee is taken that is based on a professional evaluation.

The legal implications surrounding the initiation of an evaluation system are mainly in the area of labor-management relations. Massachusetts General Laws Chapter 150E, Section 6 states that the public sector

> . . . employer and the exclusive representative (or the employees) shall. . . negotiate in good faith with respect to wages, hours, *standards of productivity and performance*, and any other terms and conditions of employment. . .
> [Emphasis added.]

The Massachusetts Labor Relations Commission ("Commission") is the state administrative agency which, among other things, enforces the provisions of the statute regulating labor relations in the public sector. The Commission has held that the existence and use of an evaluation system constitutes a mandatory subject of bargaining and, therefore, that unilateral action in this regard on the part of a public employer, including a school committee, would violate the Massachusetts labor relations law. While Commission decisions do not have the legal authority of judicial decisions, courts tend to defer to the decisions of administrative agencies and not rehear the entire case. Their concern is that the administrative agency afforded the parties due process and applied the appropriate legal standard. See *School Committee of Stoughton v. Labor Relations Commission*, 4 Mass. App. 262, 346 N.E. 2d 129 (1976).

The Commission's decision in *Town of Wayland*, 5 MLC 1738 (1979), concerned the use of an evaluation system for police officers that had been introduced in 1971 but not implemented until 1978 when the employer decided unilaterally to use the system to assist in making promotion decisions. The Commission ruled that because this use would have an effect on the terms and conditions of employment, the evaluation system could not be used for this purpose until there had been good faith bargaining between the parties over the effect of the evaluation system.

The most recent decision by the Commission on the use of evaluations is the *Burlington School Committee* case, *supra*. The Burlington School Committee revised its evaluation system without choosing to bargain about this with the Burlington Teachers Association. When the School Committee attempted to implement the revised evaluation system, the Association filed a complaint with the Commission. The Hearing Officer ruled:

> In order to prevail, the Association must introduce sufficient evidence to show that School Committee unilaterally altered some pre-existing condition of employment that affects a mandatory subject of bargaining. A unilateral change in evaluation procedures requires a finding of a material departure from previous procedures.
>
> Section 6 of the Law makes it clear that the employer is required to bargain over 'standards of productivity and performance' and therefore the criteria used in evaluation procedures is a mandatory subject of bargaining. *The Commission has held that the institution of written evaluation procedures which merely measure the same criteria as that utilized in the past does not violate the Law.* The record shows and the School Committee admits that prior 1979 there was no uniform standardized system of evaluating teachers. A careful comparison of the forms in use in the past and those presently in use leads me to conclude that the School Committee has completely revamped the evaluation process. The present four-page evaluation form listing sixty-two individual criteria as a substantial departure from the former evaluation process. 6 MLC 1824, 1836-37 [Emphasis added.] [Citations omitted.]

To date, the full Commission has not ruled on the appeal from the Hearing Officer's decision in this case. However, the trend of full Commission decisions suggests it would rule that a school committee has the power, if not the duty, to establish the standards of service delivery by its staff, but when those standards affect the working conditions of the staff, this effect becomes an issue which must be bargained by the parties to any collective bargaining agreement.

Although this distinction may appear somewhat academic, it is the means by which the Commission has reconciled the broad grant of power to the school committee to control the public schools, under G.L. c.71, s.37, with the rights of all public employees to organize and bargain over employment conditions granted by G.L. c.150E. A similar analysis was used by the Massachusetts Supreme Judicial Court in *School Committee of Boston v. Boston Teachers Union*, 1979 Mass. Adv. Sh. 1238, 389 N.E. 2d 970 (1979) and cases cited therein. In that case the issue was whether the School Committee's decision to require final examinations for elementary level students was legally beyond the scope of collective bargaining. The Union argued that, given the applicable contract provisions, the school committee could not unilaterally impose such a requirement. In its decision, the court stated that there are areas of responsibility such as the development of educational policies or the award of tenure, which a school committee may not legally bargain away. However, a school committee may legally include in its collective bargaining agreement requirements as to the procedures to be followed when implementing its policies in those areas, including procedures to be used when initiating system-wide examinations. The court mentioned, without either support or disapproval, the practice of courts in other jurisdictions to mandate:

> . . . bargaining regarding the *impact* of educational policy decisions in cases where the employer normally would not be required to bargain over the decision itself.
> 389 N.E. 2d 970, 974 [Citations omitted.]

IV. THE USE OF AN EVALUATION SYSTEM

The cases discussed above are limited to the simple issue of whether (or when) an evaluation system can be implemented. Once that has been resolved, the next issue concerns any restrictions on the manner in which the evaluations are used by the employer.

Massachusetts courts whose decisions have statewide precedential effect (Massachusetts Appeals Court and the Massachusetts Supreme Judicial Court) have not squarely ruled on the subject of evaluation of professional personnel. However, there has been a recent decision by the Middlesex Superior Court on this issue, *Freel v. Mulready*, Middlesex Superior Court No. 77-4322, decided March 19, 1980. The plaintiff in that case challenged the results of an evaluation which she received pursuant to an individual agreement she had made with the School Committee. The issue was whether the School Committee had complied with its agreement to afford the plaintiff a "good faith evaluation of her performance." The court discussed the elements of an evaluation as follows:

> The bargain which Plaintiff and Defendants struck in 1974 bound Defendants not only to weigh Plaintiff's abilities, but to weigh them in a forthright manner. "Evaluation", as that word appears in the Release which Defendants drafted, means at least a reasoned and objective measuring of Plaintiff's skills against previously-selected recognized (and recognizable) standards.
>
> This is not to say that Defendants must employ any given set of criteria; still less that they must use a scoring system. Teaching, like any other art, does not lend itself to quantification. But an absence of precision in data-gathering does not warrant vagueness in criteria. Plaintiff is entitled to require that in judging her, Defendants measure her competence by something considerably more definite than feelings, instincts, or beliefs, no matter how sincerely Defendants may hold them.
>
> Defendants, in short, must be prepared to express concretely, in advance of its application, every criterion they propose to employ. They must also stand ready to state in reasoned manner the extent to which Plaintiff's abilities meet or miss each such mark.
>
> Under the circumstances of this case, Defendants owed Plaintiff not merely a disinterested examination of her professional competence, but also a clear written statement of the conclusions the examination produced and the reasons behind each of these conclusions. The brief and often amorphous evaluation reports fell far below these requirements.
> Decision of March 19, 1980, pp. 8 & 9

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While the elements of the evaluation required by the *Freel* court are expressly limited to "the circumstances of this court. . . ," they do provide a guide as to what a judge considers the necessary elements of an evaluation.

Unlike some states such as California and New York, there is no statutory requirement in Massachusetts that school committees make reduction in force decisions on the basis of seniority. See Massachusetts General Laws, Chapter 71, Section 42. A Massachusetts school committee could decide to use the results of a valid evaluation system to make those decisions. If there is a collective bargaining agreement between the school committee and the persons to be affected by the evaluation system, provisons regarding the use of that system to make reductions in force must be the result of the bargaining process. See pp. 3-6 *supra*. If there is no applicable collective bargaining agreement, it appears that the evaluation system should at least meet the standards discussed in *Freel, supra.*

V. DUE PROCESS REQUIREMENTS

The courts have not yet ruled on what is required if an employee who has been evaluated pursuant to the *Freel* standards disagrees with the substance of that evaluation and there is no applicable procedure specified in a collective bargaining agreement. In a case involving the termination of a *student* on the basis of an evaluation of her academic performance, the Supreme court of the United States declined to require that she receive a hearing before school officials on the *substance* of the complaints. (The Court did note with approval that the appropriate procedures had been followed.) See *Board of Curators, University of Missouri v. Horowitz,* 435 U.S. 565 (1978). this is in contrast to the situation in which students are suspended for misconduct. In that case, they are entitled to receive a hearing on the substance of the complaints. See *Goss v. Lopez,* 419 U.S. 565 (1975). It is not clear if that analysis will be extended to the issue of adverse action taken against an employee on the basis of an unfavorable evaluation.

While a school committee may use the results of an employee's evaluation to support its decision to demote or terminate that employee, any such action must adhere to both the requirements imposed by statute and any applicable collective bargaining agreement.

Massachusetts law requires that a tenured teacher or superintendent or a superintendent whose contract has not expired can only be terminated by a two-thirds vote of the school committee and then only for "inefficiency, incapacity, conduct unbecoming a teacher or superintendent, insubordination or other good cause. . . " M.G.L. c.71, s.42. That statute further requires that:

(1) the employee receive thirty days notice of the intended vote by the school committee;

(2) the employee receive, if he or she so requests, a written statement of the reasons for which the termination is contemplated;

(3) the employee receive, if he or she so requests, a hearing before the school committee at which he or she "may be represented by counsel, present evidence and call witnesses to testify in his behalf and examine them";

(4) the charges must be substantiated; and

(5) if the employee is a teacher, the superintendent must give the school committee his or her recommendation.

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Similar protections are afforded a "principal, supervisor, assistant principal or professional employee performing the duties of a principal, supervisor, assistant principal, by whatever title his position may be known. . . " M.G.L. c.71, s.42A. Aggrieved parties may appeal school committee decisions regarding demotion and termination to superior court. See M.G.L. c.71, s.43A.

An open question is what will happen if school committee that is terminating a teacher wishes to do so in a private session as it may, pursuant to M.G.L. c.71, s.42, and the teacher in question wishes to have this done in public session, as she or he may require pursuant to the "Open Meeting Law," M.G.L. c.39, s.23B, or *vice versa.* In considering a related issue, the Middlesex Superior court ruled that School Committee discussions regarding the strategy employed in reduction in force, including the application of the strategy to individual teachers, could legally be held in executive session. See *Cantor v. Evans*, Middlesex Superior Court No. 79-4865, decided October 12, 1979.

VI. CONCLUSION

Massachusetts law affords school committees wide discretion in determining how to operate their schools, including the discretion to set and enforce reasonable standards to be met by educational personnel. One of the points at which the statutory authority of school committees to determine educational policy intersects with the rights of public employess to bargain over the terms and conditions of their employment is the issue of evalution of educational personnel. This remains one of the major unresolved issues in the field of public employment. The restrictions that have been imposed are, for the most part, of a procedural nature and do not attempt to superimpose the judgment of the reviewing court or administrative agency over that of the school committee. Perhaps because the review is not a substantive one, to date the court and agency decisions have relied heavily on whether the procedural requirements contained in statutes or collective bargaining agreements have been met.

SECTION VIII

MODEL EVALUATION PLANS: MASSACHUSETTS AND OUT-OF-STATE SCHOOL DISTRICTS

Fourteen examples were selected by the Study Committee because they provide evidence that local school districts have developed evaluation systems to enhance professional growth and improve instruction. The individual plans were developed to meet the needs of the particular school district and do not necessarily fit all of the Study Committee's principles (Section II). These examples were chosen as models of evaluation methods used in diverse communities, and their inclusion does not mean complete endorsement by the Study Committee.

The Committee and staff reviewed over three hundred examples which were submitted or discovered during the process of studying evaluation plans. The fourteen models were chosen because they are used in school districts of varying sizes, small rural districts to large city systems. The examples are from the following districts:

Baltimore, Maryland
Barnstable, Massachusetts
Brookline, Massachusetts
Cambridge, Massachusetts
Charlottesville, Virginia
Denver, Colorado
Fort Thomas, Kentucky
High Point, North Carolina
Longmeadow, Massachusetts
Newton, Massachusetts
Prince William County, Virginia
Reading, Massachusetts
Westborough, Massachusetts
Westport, Connecticut

Space limitations only allow brief summaries of the model evaluation plans, but the plans in their entirety are reproduced in the "Supplement to the Report of the Study Committee on Evaluation of Educational Personnel". A copy of the "Supplement" will be sent to each Massachusetts school superintendent for reference. Any district desiring to adapt a specific plan should seek the permission of the school district cited.

The following summary lists the major sections of each evaluation plan and can be used as a guide to the materials. The order is alphabetical as listed above.

BALTIMORE CITY PUBLIC SCHOOLS
Baltimore, Maryland

- Procedures for Evaluation of Teaching Staff
  - Philosophy and Rationale
  - Criteria and Indicators for Teacher Evaluation
  - Evaluation Cycle
  - Explanation of Observation, Conferences, and Records
  - Forms to be used:
    - Teacher Evaluation Forms
    - Observation Notes-Worksheet
    - Conference Notes
    - End of the Year Report
    - Guidelines for Recommended Actions

- Procedures for Evaluation of Department Heads/Senior Teachers
  - Philosophy
  - Evaluation Procedure: cycle of reports
  - Performance Criteria and Indicators
  - Forms to be used:
    - Evaluation Forms
    - Conference Forms
    - Recommended Actions

- Procedures for Evaluation of Regional Specialists
  - Philosophy
  - Evaluation Procedure: cycle of conferences and reports
  - Performance Criteria and Indicators
  - Forms to be used:
    - Evaluation Forms
    - Conference Forms
    - Recommended Actions

- Procedures for Evaluation of Educational Specialists
  - Philosophy
  - Evaluation Procedure: cycle of reports
  - Evaluation Criteria and Indicators
  - Forms to be used:
    - Evaluation Forms
    - Final Evaluation Form
    - Recommended Actions

- Procedures for Evaluation of Coordinators
  - Philosophy
  - Evaluation Procedure: cycle of reports
  - Performance Criteria and Indicators
  - Forms to be used:
    - Evaluation Forms
    - Conference Report Forms
    - Recommended Actions

Performance Evaluation of School Based Administrators
- Philosophy
- Administrator Evaluation Procedure: cycle of reports
- Performance Criteria and Indicators
- Forms to be used:
  - Worksheet for Submittal to Superior
  - Conference Reports
  - Performance Criteria Rating Sheet
  - End of Year Conference Report
  - Recommended Actions

BARNSTABLE PUBLIC SCHOOLS
Barnstable, Massachusetts
PROFESSIONAL EVALUATION SYSTEM

Introduction (statement of concepts used)

Rationale

Barnstable School Committee Teacher Evaluation Policy

Administrative Regulations
- Discussion of phases, timetable, process, monitoring and data collection, evaluation conference

Job Target Development
- Discussion of job targets and examples of job targets

Forms:
- Teacher Evaluation Report-Non-Tenure Staff
- Tenure Staff Evaluation

A Guide to Self-Evaluation: includes Self-Appraisal Form

Philosophy of Education and Goal Statements Developed by Students, Community and Staff
- Form for School Goals, Department/Program/Team Goals

Job Descriptions
- Primary Grade Teacher
- Intermediate Grade Teacher
- Middle School Teacher
- High School Teacher

Employment Procedures
- Phase III on Notice of Employment Status (used with people with whom the school system has specific concerns of a serious nature relative to withholding increments or dismissal)

- Form for Confidential File

Administrator Evaluation
- Describes process, instruments, monitor, types of job targets, who evaluates whom

Description of Teacher Evaluation-Shared Personnel and who evaluates whom

Policy on Coaches Evaluation, Expectations of Coaches and Evaluation Form

BROOKLINE PUBLIC SCHOOLS
Brookline, Massachusetts

Evaluation and Supervision

A. Non-Tenure Teachers - description of the process and cycle
B. Tenure Teachers - description of the process and cycle
C. Administrators, Tenure and Non-Tenure - description of the process and cycle

Forms:

Annual Report of Teacher Effectiveness

Staff Progress Report

Evaluative Criteria - characteristics of exceptional teaching:

I. The Director of Learning
II. The Counselor and Advisor
III. The Mediator of Culture
IV. Member of the Staff
V. The Liason With the Community
VI. The Teacher As A Professional

Additional Forms:

Evaluation of Supervisor
Parent Comment Sheet
Student Comment Sheet - High School

CAMBRIDGE SCHOOL DEPARTMENT
Cambridge, Massachusetts

Introduction: describes purpose of evaluation in Cambridge and focus of program

Definition of terms used in the evaluation process

Description of the total cycle along with the time line and procedures for:

non-tenured teachers (through the third year)

tenured teachers (one year cycle) with appropriate forms

- Teacher Evaluation Forms
- Monitoring Log Sheet
- Goal-Setting Form
- Progress Review
- Teacher Evaluation Process Schedule
- Optional Forms:

  - Teacher Self-Analysis

  - Student Perception of Teacher-Primary Level, grades 4-8,secondary, Form For Tabulation of Results of Student Questionaires

- Tenure Forms
- Reappointment Form

Administrative Evaluation Process

- Philosophy and Purpose: cycle of evaluation
- Who evaluates whom
- Process for newly appointed administator
- Evaluation Process, explanation of form to be used
- Staff Feed Back to Supervisors, description of mechanism and form
- Check List for Self Appraisal
- Goal Setting Agreement
- Progress Review Form
- School-Administrator Matrix Evaluation
- Charts Showing Description of Staff Feed Back Forms, Elementary Level, Secondary Level, Central Office

CHARLOTTESVILLE PUBLIC SCHOOLS
Charlottesville, Virginia

AN INSTRUMENT FOR APPRAISING THE EFFECTIVENESS OF PRINCIPALS

Objectives: 10 objectives of the Charlottesville Schools
Role Expectations for Principals: areas outlined -
- Business Management
- Curriculum and Instruction
- Professional Growth
- Pupil Personnel
- School-Community Relations
- Staff Personnel

Performance Criteria:
- Develop Annual School Plan
- Develop Handbook of Policies and Procedures
- Coordinate Services of Persons Working in the School
- Assign Pupils to Classes, Programs, and Activities
- Provide Instructional Materials and Equipment
- Evaluate Pupil Progress and Instructional Effectiveness
- Supervise Instruction and Assist Teachers
- Provide for Cooperative Evaluation Program

Process: Cycle for evaluation and forms
- Survey Form (optional for use with staff)
- Survey Form (optional form to be used with students)
- Diagnosis of Principal Performance
- Listing of Performance Objectives
- Self-Evaluation of Objective Achievement
- Evaluator's Assessment of Achievement
- Annual Performance Appraisal for Principals

AN INSTRUMENT FOR APPRAISING THE EFFECTIVENESS OF THE SCHOOL SUPERINTENDENT

Guideposts for Evaluation

Evaluation Form: Areas of Responsibility
- Relationships with the Board
- Community Relationships
- Staff and Personnel Relationships
- Educational Leadership
- Personal Qualities

AN INSTRUMENT FOR APPRAISING THE EFFECTIVENESS OF DIRECTORS AND SUPERVISORS

Evaluation Procedure and Purpose

Evaluation Form: Areas of Responsibility
- Relationships with the Superintendents or appropriate Assistant Superintendents
- Community Relationships
- Staff and Personnel Relationships
- Educational Leadership
- Administration, Business and Finance

Composite Profile of Evaluation of Directors and Supervisors by Professional Colleagues

DENVER PUBLIC SCHOOLS
Denver, Colorado

Introduction - essential uses of appraisal:

- Performance improvement
- Motivation toward achieving personal and system goals
- Discovery of abilities
- Self-development
- Discovery of educational/professional needs
- Facilitate understanding between supervisor and subordinate
- Determine career potential
- Guidelines for transfer, promotion, reassignment
- Guide for salary determination

Present Appraisal Practices - cycle for appraisal of *all* employees of the District, professional and non-professional, tenured and non-tenured

TEACHER PERFORMANCE APPRAISAL

Appraisal-outlines need for appraisal, purposes of appraisal, appraisers, appraisal process, appraisal procedure:

- stating mutually agreed upon measurable goals
- devising means of accomplishing the goals
- determining methods of evaluation progress toward goals
- planning for communication
- sumarizing progress in appraisal statement

Appraisal Forms

Form covering management skills, control of learning environment, instruction, personal qualities, human relationships, lesson planning

Teacher Performance Appraisal

Tenure Teacher Appraisal

ADMINISTRATOR APPRAISAL

Purpose of administrative appraisal

Guide to appraisal process-sets up three categories;

Management Area-Management Skills-Performance Skills to be used for Central Office Level, Building Level

Appraisal Procedure-pre-evaluation conference, evaluation post evaluation conference, follow-up action, job targets, time line and summary

Forms for Summary of Appraisal, evidence of outstanding performance, notification of unsatisfactory performance

FORT THOMAS CITY SCHOOLS

Fort Thomas, Kentucky

Introduction -explains objectives of the total system and perspective of clinical supervision

Purposes of Evaluation and Schematic diagrams of models, definitions of roles of Evaluator, Contributor, Assistant Principal, Supervisor of Instruction, Department Head, Principal, Superintendent

Frequency of Evaluations, Evaluation Timetable, Who Evaluates Whom

- Evaluation Process
  - Performance Criteria:
    - Teachers:
      - Instructional Knowledge and Skills
      - Student Management
      - School/Community Relations
      - Professional Growth and Responsibilities
      - Utilization of Resources
      - Instructional and Administrative Leadership (for Department Heads and Teacher Coordinators Only)
    - Administrators:
      - Instructional Leadership
      - Pupil Personnel Services
      - School/Community/Public Relations
      - Professional Growth and Responsibilities
      - Personnel Management
      - Health and Safety Management
      - General and Business Management
      - Personal competencies
    - Evaluation Cycle:
      - Step 1 Review Performance Criteria
      - Step 2 Identify Needs or Areas to Emphasize (with forms)
      - Step 3 Finalize Objectives and Action Plans
      - Step 4 Initiate Implementing Process (with form)
      - Step 5 Hold Interim Conference/Complete Implementation
      - Step 6 Make Assessments (with form)
      - Step 7 Hold Culminating Conference
    - Adjustment Process
    - Definition of Terms

HIGH POINT SCHOOLS
High Point, North Carolina

TEACHER EVALUATION PROCEDURES

- Statement of philosophy of teacher evaluation
- Overall and specific purposes of evaluation

- Steps in Teacher Evaluation Process
  - Pre-Evaluation Preparation
    - present evaluation program to staff
    - conduct city-wide orientation
    - hold pre-observation conference
  - Implementation Process
    - conduct initial observation and share observation report
    - hold follow-up conference (if requested)
    - conduct additional observation and follow-up
  - Evaluation Process
    - complete summary evaluation report-hold summary evaluation conference

- Evaluating Unsatisfactory Teaching Performance

Forms: Work Plan Form (option of teacher), Observation Report, Summary Evaluation Report

- Evaluative Criteria, Explanations-Definitions

ADMINISTRATOR EVALUATION PROCEDURES

- Introduction and explanation of purposes of evaluation plan
  - promote improvement of administrator and supervisor performance and motivate professional growth and development

- Three Phase Evaluation Model-cooperative process
  - Planning Phase
  - Achieving Phase
  - Assessing Phase

  - Who Evaluates Whom

  - Sample Objectives and Action Plans

  - Collecting Evaluative "Data"

  - Evaluating Performance That is Considered Below the Satisfactory Level

  - Adjustment Process (to resolve differences) and Appeal Process

  - Forms for Need Identification and Objective/Action Plan, Suggestions Made by Contributor, Summary of Contracts, Summative Evaluation Report

LONGMEADOW PUBLIC SCHOOLS
Longmeadow, Massachusetts

TEACHER EVALUATION PROCEDURES

Pre Observation Conference-outline of procedures

Post Observation Conference

What Goes Into the Personnel File

Tenured Teachers Not to be Re-employed or to Have a Salary Step Witheld Due to Performance (Except for RIF)

Teacher Evaluation - Performance Indicators
- Up-to-Date Knowledge of Subject
- Preparation of Lesson Plan
- Use of New and Varied Materials and Equipment
- Effectiveness of Instruction
- Enthusiasm
- Control of Students
- Rapport with Students
- Rapport with Parents
- Rapport with Staff
- Rapport with Administrators
- Contributes to Students Beyond the Classroom
- Contribution to the School and/or Teaching Profession
- Enforcement of and Compliance with School Regulations

Categories and Criteria of Teacher Performance
- Productive Teaching Techniques
- Positive Interpersonal Relations
- Organized, Structured Class Management
- Intellectual Stimulation
- Desirable Out-of-Class Behavior

Forms for Pre and Post Observation Conference, Performance Report for Non-Tenure teachers, for tenure teachers

PERFORMANCE APPRAISAL OF THE SUPERINTENDENT OF SCHOOLS

Evaluation Criteria
- Relationship with the Committee
- Community Relationships
- Staff and personnel relationships
- Educational Leadership
- Business and Finance
- Personal Qualities

Purposes of Evaluation

Who Evaluates and How Often

Guideposts for Evaluation and Procedures

Job Description

NEWTON PUBLIC SCHOOLS
Newton, Massachusetts

EXPLANATION OF TENURED STAFF EVALUATION

Forms
    For Observations and Conferences
    Evaluation of the Non-Tenure Teacher
    Supervision and Evaluation of Tenured Teachers

EVALUATION OF SCHOOL PRINCIPALS

Procedures

Criteria for Evaluation
- Knowledge of teaching methods and techniques
- Familiarity with good administrative practices
- Ability to get along with people
- Skill in written and oral communications
- Awareness of the need to evaluate the effectiveness of school programs and to make appropriate changes
- Capacity to stick to a job in spite of difficulty
- Willingness to delegate authority
- A feeling, always present, that the principal must account for decisions and practices

Specific Guidelines
- Program Leadership
- Relationships with Staff and Students
- Relationships with Parents and Community

Evaluation of School Principals in a Probationary Status

EVALUATIVE CRITERIA FOR COORDINATORS

Curriculum development and improvement
Staff development-Improvement of instruction
Program evaluation
Administrative competence: within Education Center and system-wide
Professional relationships
Leadership

Forms for
  Housemasters
  Department Heads

PRINCE WILLIAM COUNTY PUBLIC SCHOOLS

Prince William County, Virginia

Puposes of Evaluation

Overall Purpose: The primary purpose of evaluation is to promote improvement and professional growth so that the teaching/learning process and services to students will be more effective and will more nearly achieve division, school, and individual goals and objectives.

Spcific Objectives

1. Improve communication
2. Increase the capabilities of individuals to analyze needs and establish objectives
3. Provide special assistance to individuals new to the system and to those in probationary service status
4. Define dimensions of deficiency, when circumstances require, so that they will conform to requirements of due process
5. Evaluate performance in terms of duties for which the individual can be realistically and reasonably held accountable

Definition of Terms

Relation of Standards of Quality and Objectives for Public Schools in Virginia to Individual Goals and Objectives

Definition of Roles

Frequency of Evaluations and Evaluation Phases (Seven Phase Process)
- Phase 1 - Planning Stage
  - Review Results of Previous Year
  - Diagnose Needs for Current Year
  - Diagnosis of Status of Current Performance (form)
- Phase 2 - Planning Stage
  - Evaluatee and Evaluator confer Regarding Needs of Evaluatee
  - Specific Objective/Action Plans
- Phase 3 - Implement Action Plans
- Phase 4 - Interim "check up" conference and make any changes in objectives and action plans (form)

Phase 5 - Continue the Implementation of Action Plans
Phase 6 - Complete Assessment of Results (a) self, (b) evaluator, (forms)
Phase 7 - Hold Culminating Conference to Analyze Results and Make Preliminary Plans for Coming Year

Appeal Adjustment Process

READING PUBLIC SCHOOLS
Reading, Massachusetts

EDUCATION-BY-OBJECTIVES

Introduction and explanation of the system

Communicating about Teaching Performance: The Education-by-Objective Process

Education By Objectives Step-by Step
1. Clarify the Responsibilities of the Teacher
2. Establish Performance Objectives
3. Carry Out An Action Program
4. Assess Performance Results

General Philosophy of the Reading Public Schools

Appraisal of Staff by Education-By-Objectives - Recent Activities

Appendices
- I Sample List of Performance Criteria for Teachers

- II Form for Performance Evaluation

Evaluation of the Superintendent

General Structure for Education-by-Objectives Process

Characteristics of Education-By-Objectives Activities for Teachers at Different Stages of Experience or Status

Administrative Summary of Education-By-Objectives

WESTBOROUGH PUBLIC SCHOOLS
Westborough, Massachusetts

Statement of Purpose

Eight Major responsibility Areas of Teaching
1. Pupil-Teacher Relationships: 5 items
2. Techniques of Instruction, Preparation and Planning: 10 items
3. Pupil Evaluation: 4 items
4. Personal Qualities: 5 items
5. Knowledge of Subject Matter: 1 item
6. Class Management: 3 items
7. Curriculum Development: 4 items
8. Staff Relations and School-Wide Effectiveness: 7 items

Additional items and procedures to us on the Cummulative Teacher Evaluation Record
- Frequency of conference
- Process for use of the evaluation and recommendation
- Observation and classroom visit procedure

Cummulative Teacher Evaluation Record Form

Form for Recommendation for Reappointment of Non-Tenure Teacher

Form for Continuance on Tenure

Form for Department Head/Team Leader Evaluation Record

Form for Administrator Evaluation

WESTPORT PUBLIC SCHOOLS
Westport, Connecticut

Introduction, Goals and Rationale of the Professional Development and Appraisals Program
- Statement of Goals of Program
- rationale of the process and discussion of goals, mutual agreements and meshing of goals

Schematic description of the Process of Individual Development and Appraisals

Biennial Cycle for Organizational Objectives

Implementing the Program
- Scope of Involvement of Staff and Board
- Procedural Requirements
- Responsibilities for Development and Appraisals of Individual Staff
  - Elementary School Level
  - Junior High Level
  - Senior High Level

- Pupil Personnel Services
- Staff Assigned to More than One Building or Level
- Administrators

- Operational Procedures for Non-Tenure Staff
  - First Year
  - Second Year
  - Third Year
- Operational Procedures for Tenure Staff
  - Phasing into the Goal-Setting Process
  - Continuing in the Goal-Setting Process
- Operational Procedures for Administrators
  - First Year Administrators
  - continuing Administrators

- Conflict Resolution
- Operational Procedures for Hiring New Staff During School Year
  - Elementary School Level
  - Junior High School Level
  - Senior High School Level
  - Pupil Personnel Services
  - Candidates Assigned to More than One Building or Level

Training Requirements
- Training Goals for Staff
- Training Goals for Supervisors
- Training Schedule

Provisions for Released Time

Role of In-House consultant: designated by Superintendent, responsible for working with Joint Committee to plan, conduct training workshops, working with supervisors, helping with team-building, etc.

Basic Evaluation Criteria for Teachers

Basic Evaluation Criteria for Administrators

Basic Evaluation Criteria for Counselors

Long Range Goals of Westport Public Schools

Goal Activities Record Form

SECTION IX

COMMITTEE PROCEDURES FOLLOWED FOR THE STUDY

The Study Committee began its work on November 15, 1979 and held regular meetings on the fourth Thursday of each month. A special all-day meeting took place on April 24 and an extra session on June 12. In addition two public forums were held, March 13 in Framingham and March 27 in Holyoke. A public hearing on the Committee recommendations was held on May 21 in Lexington. The official minutes of the meetings and transcripts of the public hearings are available in the Commissioner's Office.

During the course of the committee diliberations, the group was addressed by the following persons: (in order of appearances)

Terrence Deal, Harvard Graduate School of Education faculty member
James Case, Director of the Bureau of Teacher Certification
Richard Cerrato, Housemaster, Granby Middle School
Robert Munnelly, Assistant Superintendent, Reading
John Morabito, Principal, J. Warren Killam Elementary, Reading
John Delaney, Principal, W.S. Parker Junior High, Reading
Ellen Svenson, Department Head, A.W. Coolidge Jr. High, Reading
Gail Amiralian, Killam Elementary, Reading
William Flaherty, Superintendent, Billerica
Gordon Bruno, Superintendent, Wellesley
James Kennan, Superintendent's office, Waltham
Richard Krystal, Director of Staff Management, Quincy
Bernard Shulman, Superintendent, Canton
Ralph Toran, Holliston Middle School
William Sheridan, Director of Personnel, Brookline
Lynn Ann Reagan, President, Framingham Teachers Association
Robert McKanna, Superintendent, Longmeadow
Gordon Spence, Superintendent, Sutton
Chris Grammaticas, Superintendent, West Springfield
Michael Ronan, Director of Curriculum, Lee
Henry Reiner, School Committee, Lee
Maurice Boulanger, Superintendent, Lee
Stanley Mulak, Science Supervisor, Springfield
Martin Manoogian, Teacher, Springfield
Dan Smith, Teacher, Westfield
Ronald Morrison, President, Reading Teachers Association
Patricia Gagnon, Teacher, Wilmington
Ernest Zaik, Assistant Superintendent, Lawrence
Barbara Schnuer, Massachusetts League of Women Voters

Kenneth Stephens, Superintendent, Bedford
Timothy Conners, Principal, Wellesley High, representing Massachusetts
Secondary School Administrators Association
Leon Pierce, Superintendent, Concord/Carlisle
Nancy Haley, Teacher, Lexington
Peter Farrelly, Assistant Superintendent, Wachusett Regional
Jack Gouveia, Teacher, Natick
Beverly Jarnagin, School Committee, Concord
Thomas Johnson, Personnel Director, Needham
Joseph Keefe, Superintendent, Natick
Roger Smyth, Superintendent, Chelmsford
Jo Ann O'Malley, President, Quincy Education Association
Margaret King, Math Department Head, Quincy
Barry McNiff, Teacher, Ayer, member Massachusetts Teacher Retirement Board
Ellen O'Brien, President, Massachusetts Teacher Association
Arthur Middleton, Assistant Superintendent, Dartmouth
Howard Greis, Holden, (State Board of Education but appeared as concerned citizen)

Several communications were sent to superintendents and school committee chairpersons to inform them of the creation the Study Committee, request information on evaluation practices, send the draft principles and recommendations and notify them of the public sessions. Many representatives of school districts and education organizations wrote to the Commissioner and/or the Study Committee sharing their opinions on the issue of evaluation.

The members of the Committee reviewed research findings on evaluation and materials from education associations, evaluation specialists and other departments of education. The principles and recommendations were the result of many hours of discussion and represent the cooperative efforts of the Committee. All of the decisions taken were unanimous and were reached through a process of consensus; thus, there are no minority reports.

Appendix A

Gregory R. Anrig, Commissioner of Education

The Commonwealth of Massachusetts
Department of Education

31 St. James Avenue, Boston, Massachusetts 02116

STUDY COMMITTEE ON EVALUATION OF EDUCATIONAL PERSONNEL

The Study Committee on Evaluation of Educational Personnel is appointed by the State Board of Education to advise the Board, local school officials, and the general public, on ways to improve the evaluation and performance of educational personnel. The Study Committee should:

- Review current practices and identify, on the basis of these practices and relevant research, principles which underlie sound evaluation procedures for educational personnel.
- Provide a forum for the identification of evaluation practices in Massachusetts and elsewhere which are considered effective and equitable by those affected by the practices.
- Elicit from educational and other interested organizations and individuals ideas for the improvement of the evaluation of educational personnel in Massachusetts.
- Identify and recommend information to be disseminated on evaluation practices in Massachusetts and nationally which demonstrate the principles of sound evaluation and performance improvement deemed most important by the Study Committee.
- Submit to the State Board of Education a report of findings, conclusions and recommendations by no later than June 1980.

Effective and equitable evaluation of educational personnel is important at any time. It is especially important at a time of increasing enrollment declines, growing budget constraints, and public questioning of the quality of education. It is the Board's intent in forming this study committee to identify problems in present practices of evaluation and to suggest promising evaluation practices, already operating in Massachusetts and nationally, for consideration by all parties concerned at the school district level. In this way, the Study Committee will achieve the Board's sole objective in this effort - - - the improved evaluation of educational personnel in Massachusetts.

The Study Committee will be representative of teachers, school committee persons, superintendents, principals, parents and students. Two legislators will be invited to participate from the Joint Education Committee. The Commissioner of Education will serve as Chairperson, assisted by the Executive Deputy Commissioner. Staff assistance to the Study Committee will be provided by the Department of Education's Office of Executive Planning. A limited budget also will be provided for consultants.

Approved by: Board of Education
September 25, 1979

Standards for Certification

In 1979 the Board of Education adopted a new set of comprehensive regulations for the certification of educational personnel. These regulations are based on five standards (see below), each of which is broken down into several more specific competencies. Under these regulations, certification is ultimately determined on the basis of an evaluation of the candidate's performance in the classroom by the cooperating practitioner and the college supervisor. The criteria for this evaluation are the competencies listed under each standard.

School systems in Massachusetts which are establishing or modifying their own criteria for evaluating educational personnel already hired might be well advised to consider using the state standards for certification as the core of their own evaluation system. There are several good reasons for this suggestion:

1) By the end of the 1982-83 academic year, all teacher preparatory programs in Massachusetts will be based on these standards. To the degree that school systems also adopt the standards, we would establish real continuity between preservice training and inservice performance -- a continuity which does not now exist.

2) This continuity would enable individual teachers to measure their growth on-the-job against the same criteria used to measure the effectiveness of their preparation.

3) It would also have the effect of increasing the consistency between the evaluator's expectations and the evaluatee's, of making these expectations less dependent on temporary concerns or educational fads, and thereby increasing the reliability of evaluation.

4) Further, this consistency in evaluation could foster a statewide consensus on the common or universal elements in good teaching, counseling, and administration -- a consensus which could in the long run help to ensure a better match between what a teacher is trained by the college to do and what a teacher is expected by the school to do.

5) Although the certification standards are designed to evaluate inexperienced teachers, counsellors and administrators, they can be easily adapted or modified to evaluate experienced personnel.

4. understands developmental psychology, and relationships between stages of growth
5. uses materials, media, and techniques appropriate to the age, developmental stage, special needs, and social, racial and linguistic background of his or her students, both individually and as a class
6. uses materials, media, and techniques suited to the subject matter and to meeting the goals of instruction
7. teaches, as necessary, the basic academic skills (reading, communication, mathematics) related to the goals of instruction
8. is aware of recent developments in teaching, particularly in his or her field(s) of knowledge
9. understands techniques of classroom management and how to understand a sense of order in the classroom
10. makes effective use of appropriate resources in the community

(d) Standard IV. The effective teacher uses the results of various evaluative procedures to assess the effectiveness of instruction. To meet this standard, the candidate will demonstrate that he or she:

1. uses evaluative procedures appropriate to the age, developmental stage, special needs, and social, racial, and linguistic background of his or her students, and corrects for any ethnic, racial, or sexual bias in evaluation
2. interprets the results or evaluative procedures, and uses these results to improve instruction both for the class as a whole and for individual students
3. identifies problems in reading which inhibit learning and works toward remedying these problems
4. encourages the involvement of students in evaluation of instruction
5. evaluates his or her own role, behavior, and performance in the classroom

(e) Standard V. The effective teacher is equitable, sensitive, and responsive to all learners. To meet this standard, the candidate will demonstrate that he or she:

1. defends and encourages the exercise of students' rights to equal treatment and freedom of expression
2. responds to the needs of individual students so as to enhance their self-esteem
3. works toward a learning environment favorable to open inquiry and devoid of ridicule
4. encourages a positive atmosphere for all students, especially those with special needs
5. avoids and discourages racial, sexual, social, ethnic, religious, physical, and other stereotyping

6) Finally, it would be difficult and costly for individual school systems to develop by themselves a comprehensive set of criteria. Several years of work by several hundred educators went into developing the certification standards; they incorporate a wide range of opinion and reflect a wealth of field experience.

The five standards listed below are only the common standards for regular classroom certificates. Standard I (the field of knowledge) varies for each teaching field, and all of the standards vary for certificates in administration, counselling, special education, and other specialized areas. The complete regulations are available from the Department.

(2) Classroom Teacher. (Common Standards)

(a) Standard I. The effective teacher is knowledgeable in the field proposed for certification. (The competencies required to meet this standard are listed under each classroom teaching certificate.)

(b) Standard II. The effective teacher communicates clearly, understandably, and appropriately. To meet this standard, the candidate will demonstrate that he or she:

1. gives clear and concise explanations and directions
2. frames questions so as to encourage inquiry
3. uses appropriate metaphors, examples, and illustrations
4 makes the goals of teaching and learning clear to students
5. uses language appropriate to the age, developmental stage, special needs, and social, racial, and linguistic background of his or her students
6. serves as an example of clear and effective oral and written communication
7. listens to students
3. communicates effectively with parents

(c) Standard III. The effective teacher designs instruction to facilitate learning consistent with the needs and interests of the learners and so as to maintain a sense of order and purpose in the classroom. To meet this standard, the candidate will demonstrate that he or she:

1. understands the needs and interests of his or her students and designs or adopts the curriculum to meet these needs and interests
2. has clear goals for student learning.
3. relates the elements of instruction sequentially to each other, to other fields of knowledge, to students' experiences, and to long-term goals

6. makes allowances for biases and limitations in his or her own background which limit his or her responsiveness to students from other backgrounds.

(48) School Principal (N - 6) (5 - 9) (9 - 12)

(a) Requirements
1. possession of a Massachusetts classroom teaching certificate
2. three years of employment in the role covered by that certificate
3. completion of a pre-practicum consisting of 24 semester hours of courses and other experiences on the graduate level as defined by Standards I - V, below
4. completion of a half practicum (150 clock hours) within one year, or an internship (300 clock hours) within two years, judged successful on the basis of the standards

(b) Standard I. The effective principal knows:
1. Theories of curriculum design and evaluation
2. theories and techniques of supervision and evaluation of personnel
3. school law, budgeting, plant management
4. human relations and community education
5. sociology and philosophy of education
6. organizational characteristics of schools and strategies for institutional change

(c) Standard II. The effective administrator communicates clearly and appropriately. To meet this standard, the candidate will demonstrate that he or she:
1. presents instructional goals and policies effectively to teachers, students, parents, and the community
2. presents the needs and concerns of teachers and students to other administrators and to the community

(d) Standard III. The effective administrator sets goals, establishes priorities, allocates resources and facilitates the instructional process in response to the needs of learners, teachers, and the community. To meet this standard, the candidate will deomonstrate that he or she:
1. analyzes and defines the educational needs of students, teachers, and the community
2. plans and implements programs responsive to these needs
3. allocates resources equitably and efficiently
4. encourages staff and community initiative and involvement in the development of instructional programs
5. coordinates related aspects of instructional programs

(e) Standard IV. The effective administrator uses the results of various evaluative procedures to assess the effectiveness of programs and personnel. To meet this standard, the candidate will demonstrate that he or she:
1. selects, uses, and interprets appropriate evaluation techniques and instruments
2. uses the results of evaluation to improve programs and the performance of personnel

3. supervises staff in an equitable, open, and constructive manner
4. evaluates his or her own role, behavior and performance

(f) Standard V. The effective administrator deals in an equitable, sensitive and responsive manner with students, teachers, parents, and the community. To meet this standard, the candidate will demonstrate that he or she:

1. actively promotes the principles of a democratic society
2. fosters a school environment favorable to openness of inquiry and devoid of ridicule
3. accepts and respects individual and group differences in values, religion, race language, and social background

(15) Level of Practicum or Internship. Each practicum or internship must be designed for certification at one designated level and will be accepted at that level only. The appropriate official at the supervising institution must designate the level for which each such experience is a preparation.

(50) Superintendent/Assistant Superintendent (All levels)

(a) Requirements

1. possession of a Massachusetts teacher's certificate
2. three years of employment in the role covered by that certificate
3. completion of a pre-practicum consisting of 24 semester hours of course work and other experiences on the graduate level as defined in Standards I - V, below
4. completion of a half practicum (150 clock hours) within one year, or an internship (300 clock hours) within two years, judged successful on the basis of the standards

(b) Standard I. The effective superintendent knows:

1. sociology, economics, history and philosophy of education
2. theories of curriculum design and evaluation
3. educational administration in general, including fiscal planning, personnel planning and program planning; budgeting; plant management; labor relations and collective bargaining; state and municipal financing; school law; public relations
4. theories and techniques of supervision and evaluation of personnel
5. theory, research, and practice in the area of human relations
6. approaches to community education
7. organizational characteristics of schools and strategies of institutional change
8. recent research in education, and particularly in educational administration

(c) Standard II. See above under School Principal
(d) Standard III. See above under School Principal
(e) Standard IV. See above under School Principal
(f) Standard V. See above under School Principal

League of Women Voters of Massachusetts

Statement

120 Boylston Street
Boston, Mass. 02116

Presented by Barbara Schnuer, Education Specialist of the League of Women Voters of Massachusetts, before the Study Committee on Evaluation of Educational Personnel, May 21, 1980.

The League of Women Voters of Massachusetts supports "provisions in the law for the evaluation of teachers on a regular basis through the use of specified procedures". We reached this consensus in 1976 after a study of collective bargaining and tenure that included a survey of 75 communities in Massachusetts.

Therefore, the League supports the study committee's recommendation: "Each school district should have a comprehensive evaluation policy."

In our view, the draft recommendations imply that educational personnel be evaluated on a regular basis. We suggest that the language of the recommendations clearly specify "evaluation on a regular basis."

The League agrees that higher priority be given by Massachusetts public school districts to improved evaluation of educational personnel. We know that the Board of Education shares this sense of priority. Therefore, we propose that the Board file legislation that would require the evaluation of educational personnel on a regular basis through specified procedures.

In closing, I would like to commend the Study Committee for its thorough and conscientious work. The committee staff is to be commended for its cooperation and courtesy in dealing with the public.

MASSACHUSETTS TEACHERS ASSOCIATION

Statement on Teacher Evaluation
As Recommended by the
MTA Task Force on Teacher Evaluation

I. Introduction

"The entire field of teacher evaluation has suffered from a surplus of opinion and a shortage of evidence." Levin, Benjy, "Teacher Evaluation - A Review of Research." Educational Leadership, p. 244, December, 1979.

We in MTA are wise to be cautious of participation in the legislation of popular practices. Since the public demands evaluations and the Legislature is actively considering legislation requiring evaluations, we must exercise leadership to produce alternatives that will renew confidence in our performance and in the quality of the public schools and colleges. Reliance on a single evaluation technique is unwise. Using several approaches to insure that each educator is judged as fairly as possible is one way to counteract the biases of the various methods.

II. Purpose of Evaluation

The evaluation process should exist for the ultimate improvement of instruction.

III. Basic Tenets

A. Negotiations at the local level should be the key element in the total process of evaluation for education personnel.

B. The conceptual structure for the evaluation of educational personnel should be broadly addressed so that it can be applied to any professional employed in a particular system.

IV. Principles

A. All criteria, procedures and evaluations must be the written results of meaningful involvement of those affected.

B. No educator shall be adversely evaluated or otherwise deprived of any professional advantage without just cause.

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C. The evaluation process must admit that many of the problems observed in a given situation stem from conditions beyond the control or influence of the educator, i.e. the nature, variety, and availability of learning resources; the physical environment of the classroom; the composition and size of the class; etc.

D. Training in the evaluation process must be provided for all those affected.

E. The evaluation process must make provisions for the improvement in all phases of the educational process, i.e. courses, materials, class size, personnel, etc.

F. All evaluations should be documented and provide procedural due process.

G. Evaluators must use extra care to protect evaluatees from harmful stress which is a natural by-product of any evaluation process. It is harmful only when evaluations are used in a vindictive, arbitrary, and/or coercive manner without warning, especially for purposes of RIF or punishment.

H. Seniority assumes successful prior evaluations.

V. Conclusion

Strengths and weaknesses agreed upon by an evaluator and evaluatee may bring an individual to a recognition that no behavior will change unless an individual can become aware of, and measure, his/her professional growth. Anything that contributes to that internal, personal experience should be encouraged.

Preliminary Draft Adopted
by the MTA Board of Directors
on February 9, 1980

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Massachusetts Association for Supervision and Curriculum Development

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June 3, 1980

Gregory R. Anrig, Commissioner of Education
Study Committee on Evaluation of Personnel
Massachusetts Department of Education
31 St. James Avenue
Boston, Massachusetts 02116

Dear Commissioner Anrig and
Members of the Study Committee:

The Board of Directors of the Massachusetts Association for Supervision and Curriculum Development have delegated to Dr. Robert Munnelly, a Board member of both our national organization, the Association for Supervision and Curriculum Development and MASCD, the responsibility of speaking for the Board on issues relating to the Study Commission on the Evaluation of Educational Personnel.

Munnelly has recommended that MASCD endorse the Commission's draft statement "Principles of Evaluation" as a succinct and comprehensive restatement of the important findings in the field of supervision. As he sees it, the statement will serve as a significant set of criteria by which school officials and citizens in the local communities of the commonwealth can "evaluate" their local processes and procedures. This should contribute greatly to the development of public confidence in the local evaluation procedures which seek to improve professional performance and judge total job effectiveness in the local school district.

I am most pleased to be able to affirm the recommendation of Dr. Munnelly and transmit to you the positive perspective MASCD has for the "Principles" and the work of the Study Committee.

Sincerely,

Gilbert F. Bulley

Gilbert Bulley
President

GB:vs

Massachusetts Federation of Teachers
AFT, AFL-CIO
MAIN OFFICE: 114 Western Avenue • Lynn, MA 01904 • 617-599-6800
LEGAL / LEGISLATIVE OFFICE: 14 Beacon Street • Boston, MA 02108 • 617-227-7986

TEACHER EVALUATION AND LAYOFFS

WHEREAS, the Department of Education has established a Study Committee to Evaluate Educational Personnel, and

WHEREAS, that Committee has submitted its recommendations to the State Board and through the State Board to all local school officials, and

WHEREAS, a public hearing will be held at the Minuteman Regional Vocational Technical High School in Lexington on May 21, 1980; therefore be it

RESOLVED: that the Massachusetts Federation of Teachers go on record at such hearing reaffirming MFT policy on teacher evaluation; and be it further

RESOLVED: that the MFT record its strong objections to the utilization of evaluations when there are to be layoffs.

MASSACHUSETTS ASSOCIATION OF SCHOOL SUPERINTENDENTS, INC.

POSITION PAPER ON THE STUDY COMMISSION ON THE EVALUATION OF EDUCATIONAL PERSONNEL

The Executive Board of the Massachusetts Association of School Superintendents affirms the critical importance of personnel evaluation in the schools and school districts of the Commonwealth. Is is through effective personnel evaluation and the related supervisory activities of the evaluation process that schools focus on the improvement of the quality of instruction and encourage the professional growth of the individual members of the staff. Effective evaluation results in decisions about the retention and promotion of staff, and, equally important, the dismissal or non-renewal of the unsuccessful people. The existence of a vigorous process of evaluation and supervision provides to the public assurance of quality. Clearly, evaluation is not a low priority activity in good school systems.

As the study team appointed by the State Board of Education reviews the "state of the art" of evaluation in Massachusetts, it will undoubtedly find a wide variety of approaches and practices concerning evaluation of professional staff.

Many examples of successful practices with regard to staff evaluation exist in the Commonwealth. Over the years, many local communities developed high quality programs of staff evaluation.

The M.A.S.S. Executive Board endorses the study team's goal of identifying some basic principles of successful evaluation and of highlighting examples of successful practices in communities across the state. The aim of generating descriptive research on evaluation practices is laudatory and will be an important feature of the study team's work.

With information of this sort in hand, the citizens, taxpayers, parents, school committee members, students and teaching staff, and administrators of each of the local districts will be able to assess their local district's evaluation efforts and re-examine the priority assigned by the community to staff evaluation.

Effective staff evaluation must be a high priority concern of each school district. It is dependent on having a corps of evaluators who are skilled in the management of faculty evaluation. It takes a significant amount of time and effort on the part of evaluators and evaluatees to carry out an effective program.

The Massachusetts Association of School Superintendents urges the State Board and the Commissioner of Education to promote the importance of evaluation processes developed locally in each district. Mandating evaluation practices on local districts as happened in California and Pennsylvania in the early '70's should be avoided. Instead, state-supported funding for the on-going training of local staff evaluators is suggested as the best way for the State Board to influence the quality of evaluation practices in the Commonwealth.

Albert L. Benson, Framingham
Robert J. Munnelly, Asst., Reading
Robert S. Wells, Reading

Adopted by vote of the
Executive Committee
April 17, 1980

MASSACHUSETTS ASSOCIATION OF SCHOOL COMMITTEES, INC.

Room 1115—73 Tremont Street, Boston, Massachusetts 02108
Telephone: (617) 523-1250 Toll Free: 1-800-392-6023

May 22, 1980

POSITION STATEMENT ON THE DRAFT RECOMMENDATIONS ON THE STUDY COMMITTEE ON EVALUATION OF EDUCATIONAL PERSONNEL

The Massachusetts Association of School Committees offers the following comments on the draft proposal on evaluation of educational personnel.

It is the MASC view that the ultimate goal of evaluation of professional staff is the improvement of the system to benefit students. This is not the focus of the draft statement. Evaluation is never addressed as a management tool; the process as described relates only to the individual's job effectiveness. The burden for the success of the process is placed entirely on the administrative team. The participation of the professional being evaluated is not considered except to allow response and individual input. MASC believes that the professional being evaluated has a responsibility to react in a positive way to evaluation.

The conclusion on reading the draft might well be that evaluation exists for its own sake and that of the employee being evaluated.

MASC believes that the inclusion of a reference to "reduction in force" is inappropriate in as much as it is a matter of statute and collective bargaining.

POSITION PAPER OF MSSAA ON EVALUATION OF EDUCATIONAL PERSONNEL

MSSAA believes that the purpose of evaluation of educational personnel should be as follows:

1. To enhance a positive learning experience for students in the total school environment.
2. To improve instruction.
3. To encourage professional creativity and experimentation in the learning process and environment.
4. To provide a means by which the educator will continually analyze and assess his or her professional strengths and weaknesses.
5. To provide a means through which the evaluator and evaluatee will cooperatively identify educators' strengths and weaknesses as well as approaches for reinforcing strengths and overcoming weaknesses.
6. In addition to the prior purposes, educators' evaluation information may be used by the administration to make recommendations concerning continued employment of personnel, the granting of continuing contracts, the granting of increments, and/or other recommendations to the School Committee.

MSSAA further believes that the primary objective in the evaluation process is to bring about the continuous growth and development of educational personnel to ensure the highest quality of education for our students.

In order for these objectives to be accomplished, we recommend to the Study Committee on Evaluation of Educational Personnel the following guiding principles be added to those developed by the Committee:

1. The evaluation of educational personnel is a local responsibility. Evaluation policies should be locally designed and locally controlled and not mandated by the state.
2. The evaluator and evaluatee will cooperatively develop the criteria which will serve as a basis for the teacher evaluation process.
3. Every reasonable effort will be made to ensure that the educator knows:
   (a) the person(s) responsible for his/her evaluation and
   (b) the process by which he/she will be evaluated.
4. The general responsibilities and specific tasks of the educator's position will be comprehensively defined, and this definition will serve as a frame of reference for evaluation of educators.
5. Self-evaluation will be an aspect of the evaluation process, and educators will be given the opportunity to evaluate themselves in positive and constructive ways.
6. Evaluation will be more diagnostic than judgmental.
7. The evaluation process will provide for clear, personalized, constructive feedback, including a variety of resources such as in-service education, observation opportunities, peer assistance, increased supervision, help from personnel not involved in the evaluation process, and other techniques which may be designed by each school district.

8. Evaluation will take into consideration influences on the learning environment such as material, physical plant, and professional resources as well as external influences on both educator and students.

9. All evaluations will take place without any bias as to race, creed, religion, national origin, sex, age, or residency.

10. That all evaluations will be the result of a cooperative process where a positive atmosphere is maintained between evaluator and evaluatee in the assessment of teacher performance.

11. That all School Committees should strive through their administration and staff to provide workshops, etc., for the primary objective of improving the evaluation of all educational personnel.

12. The comprehensive evaluation policy of each school district should include evaluation of administrators, supervisors, and other non-classroom professional personnel, in addition to the evaluation of teachers.

13. Educators are encouraged to seek student and peer input on their performance for their own growth and development; however, such information should not be considered a part of the formal evaluation process.

MSSAA feels strongly that the process of evaluation of educational personnel is a most vital one, that the building principal is a key component in developing and executing this process. Therefore, the MSSAA stands ready to assist the Study Committee on Evaluation of Educational Personnel in order to promote the improvement of educational practices across the Commonwealth.

APPENDIX D

MASSACHUSETTS GENERAL LAWS, CHAPTER 71

SECTION 37. POWERS AND DUTIES. It shall have general charge of all public schools, including the evening schools and evening high schools, and of vocational schools and departments when not otherwise provided for. It may determine, subject to this chapter, the number of weeks and the hours during which such schools shall be in session, and may make regulations as to attendance therein.

SECTION 41. TENURE OF TEACHERS AND SUPERINTENDENTS; CONTRACTS WITH SUPERINTENDENTS. Every school committee, in electing a teacher who has served in its public schools for the three previous consecutive school years, shall employ him to serve at its discretion, except as provided in section thirty-eight G; but any school committee may elect a teacher who has served in its schools for not less than one school year to serve at such discretion. A teacher not serving at discretion shall be notified in writing on or before April fifteenth whenever such person is not to be employed for the following school year. Unless said notice is given as herein provided, a teacher not serving at discretion shall be deemed to be appointed for the following school years.

A school committee may award a contract to a superintendent of schools for a period not exceeding six years. Nothing in this section shall be construed to prevent a school committee from voting to employ a superintendent of schools who has completed three or more years' service to serve at its discretion.

SECTION 42. DISCHARGE OF TEACHERS AND SUPERINTENDENTS. The school committee may dismiss any teacher, but no teacher and no superintendent, other than a union superintendent and the superintendent of schools in the city of Boston, shall be dismissed unless by a two thirds vote of the whole committee. A teacher not employed at discretion under the preceding section and who has been teaching for more than ninety days shall not be dismissed for any reason unless at least fifteen days, exclusive of customary vacation periods, prior to the meetings at which the vote is to be taken, he shall have been notified of such intended vote and, if he so requests, he shall have been furnished by the committee with a written statement of the cause or causes for which the dismissal is proposed and if he so requests, he has been given a hearing before the school committee at which he may be represented by counsel, present evidence and call witnesses to testify in his behalf and examine them, and the superintendent shall have given the committee his recommendation thereon. In every such town a teacher or superintendent employed at discretion under section forty-one or a superintendent employed under a contract, for the duration of his contract, shall not be dismissed, except for inefficiency, incapacity, conduct unbecoming a teacher or superintendent, insubordination or other good cause, nor unless at least thirty days, exclusive of customary vacation periods, prior to the meeting at which the vote is to be taken, he shall have been notified of such intended vote; nor unless, if he so requests, he shall have been furnished by the committee with a written charge or charges of the cause or causes for which his dismissal is proposed; nor unless, if he so requests, he has been given a hearing before the school committee which may be either public or private at the discretion of the school committee and at which he may be represented by counsel, present evidence and call witnesses to testify in his behalf and examine them; nor unless the charge or charges shall have been substantiated; nor unless, in the case of a teacher, the superintendent shall have given the committee his recommendations thereon. The change of marital status of a female teacher or superintendent shall not be considered cause for dismissal under this section. Neither this nor the preceding section shall affect the right of a committee to dismiss a teacher whenever an actual decrease in the number of pupils in the schools of the town renders such action advisable. In case a decrease in the number of pupils in the schools of a town renders advisable the dismissal of one or more teachers, a teacher who is serving at the discretion of a school committee under section forty-one shall not be dismissed if there is a teacher not serving at discretion whose position the teacher serving at discretion is qualified to fill. No teacher or superintendent who has been lawfully dismissed shall receive compensation for services rendered thereafter.

SECTION 42A. DEMOTION OF PRINCIPALS AND SUPERVISORS. No principal, supervisor, assistant principal, or professional employee performing the duties of a prinicpal, supervisor, assistant principal, by whatever title his position may be known, who has served in that position for over three years shall without his consent be demoted except for inefficiency, incapacity, unbecoming conduct, insubordination or other good cause; nor unless, at least thirty days, exclusive of customary vacation periods, prior to the meeting at which the vote is to be taken, he shall have been notified of such intended vote; nor unless, if he so requests, he shall have been furnished by the committee with a written charge or charges of the cause or causes for which his demotion is proposed; nor unless, if he so requests, he has been given a hearing before the school committee, which may be either public or private at the discretion of the school committee, and at which he may be represented by counsel, present evidence and call witnesses to testify in his behalf and examine them; nor unless the charge or charges shall have been substantiated; nor unless the superintendent shall have given the committee his recommendations thereon.

For the purpose of this section, a person shall be deemed to have been demoted if his salary has been reduced contrary to the provisions of section forty-three of this chapter or if he has been transferred without his consent to a position wherein he no longer serves at discretion.

Any person who has been demoted by vote of a school committee under the provisions of this section may within thirty days after the vote of dismissal or demotion appeal therefrom to the superior court in the county in which he was employed.

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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SUPPLEMENT

EVALUATION OF EDUCATIONAL PERSONNEL

A Report of the Massachusetts Board of Education Study Committee

June 1980

EA 013 345
Supplement

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SUPPLEMENT TO THE REPORT OF THE STATE BOARD OF EDUCATION STUDY COMMITTEE ON EVALUATION OF EDUCATIONAL PERSONNEL

SECTION VIII

MODEL EVALUATION PLANS: MASSACHUSETTS AND OTHER STATES

Fourteen examples were selected by the Study Committee because they provide evidence that local school districts have developed evaluation systems to enhance professional growth and improve instruction. The individual plans were developed to meet the needs of the particular school district and do not necessarily fit all of the Study Committee's Principles (Section II). These examples were chosen as models of evaluation methods used in diverse communities, and their inclusion does not mean complete endorsement by the Study Committee.

The Committee and staff reviewed over three hundred examples which were submitted or discovered during the process of studying evaluation plans. The fourteen models were chosen because they are used in school districts of varying sizes, small rural districts to large city systems. The examples are from the following districts:

Baltimore, Maryland ....page 3
Barnstable, Massachusetts...........page 49
Brookline, Massachusetts............page 92
Cambridge, Massachusetts............page 110
Charlottesville, Virginia...........page 160
Denver, Colorado....................page 207
Fort Thomas, Kentucky...............page 237
High Point, Carolina................page 284
Longmeadow, Massachusetts...........page 325
Newton, Massachusetts...............page 325
Prince William County, Virginia.....page 357
Reading, Massachusetts..............page 393
Westborough, Massachusetts..........page 409
Westport, Connecticut...............page 458

Limitations of space in the Report did not permit the inclusion of the complete evaluation plans, but this Supplement includes all of the material. Section VIII of the Report can be used as a guide to the content of the evaluation plans. The order is alphabetical as listed above. Any district desiring to adapt a specific plan should seek the permission of the school district cited.

BALTIMORE CITY PUBLIC SCHOOLS

PROCEDURES FOR EVALUATION OF TEACHING STAFF

Philosophy and Rationale

The function of the Baltimore City Public Schools is to educate the children and adults enrolled. The procedures outlined below are designed to bring about the evaluation of the effectiveness of the teaching staff in carrying out that function.

The purpose of teacher evaluation is to improve instruction and to encourage growth in professional ability and responsibility on the part of the staff. The evaluation process includes procedures for recognizing the competence of staff members and provides opportunities for teacher self-appraisal against clearly stated criteria.

The distinction between *observation* and *evaluation* should be clear. *Observation* refers to seeing and hearing, recording, reviewing, and analyzing of teacher performance throughout the year. *Evaluation* refers to the making of judgments by the principal, based upon the information accumulated on all aspects of the teacher's professional performance for the completion of the evaluation form at the end of the year.

Criteria and Indicators for Teacher Evaluation

(1) The teacher's performance is measured with reference to eleven specific criteria. These criteria provide a listing of expectations and a framework for developing and maintaining an effective staff.

(2) If the evaluation system is to be useful to teachers, the expectations of the evaluator must be clearly understood. To clarify the criteria, each is illustrated by a list of indicators. No indicator is to be considered optional. Rather, all indicators under each criterion considered must be addressed in both the observation and the evaluation reports. The principal and faculty together are to review the criteria and indicators at the beginning of each school year. The evaluation process then becomes a continuous cycle of data collection through classroom visits, conferences, and staff interaction throughout the school year.

(3) At the beginning of the school year, all teachers will receive the procedures and forms to be used in the evaluation process. Teachers may then engage in a continuous process of self-evaluation throughout the school year. Staff members are encouraged to submit to the principal a written self-evaluation prior to the annual evaluation for purposes of discussion.

Participants' Roles in the Teacher Evaluation Process

The principals are the only evaluating officers in their schools. Principals collect data relative to the criteria and indicators from their own observations as well as from any of several staff members assigned to work with teachers. Such staff are senior teachers, department heads, assistant principals, regional staff and central office staff responsible for systemwide instruction. At least one observer must be other than school-based if a rating of *Unsatisfactory* or *Needs Improvement* is given.

Evaluation Cycle

(1) All elected teachers must be evaluated once by May 1 each year.

(2) All non-elected teachers must be evaluated twice by December 1 and by May 1 each year.

(3) All teachers, regardless of status, must be evaluated twice each year, by December 1 and by May 1, if rated as *Unsatisfactory* or *Needs Improvement* the previous year.

(4) A principal may submit an evaluation of a teacher at any time deemed necessary, provided the proper evaluation procedures have been followed. These procedures include the minimum number of required observations by the appropriate staff as described above.

The principal must submit each evaluation to the Regional Superintendent and provide a copy for the teacher.

Observations, Conferences, and Records

(1) There are three purposes for classroom observations:

–To observe the progress of students in the instructional program.

–To insure adequate supervision of and support for the teacher in order to increase effectiveness.

–To insure that judgments made and recorded about teachers' performance are valid because they are based upon predetermined criteria.

(2) A minimum number of classroom observations is required each year:

–Probationary teacher: 4 (2 each semester)

–Tenured teacher: 2

–Tenured teacher with less than satisfactory evaluation in previous year: 4 (2 each semester)

(3) The principal will observe every teacher at least once each school year.

–The non-tenured teacher will be observed by more than one qualified person each year.

–The tenured teacher may be observed by more than one qualified person each year.

–Any teacher evaluated as *Unsatisfactory* or *Needs Improvement* must have been observed by a qualified staff member other than school-based staff.

–Observers are defined as principals, assistant principals, senior teachers, department heads, and regional and central office staff.

(4) Half the number of required observations must be announced to the teacher in advance.

(5) Teachers are encouraged to invite qualified staff members to observe lessons.

(6) Observers are encouraged to hold a pre-observation conference with the teacher in the case of announced observations in order to discuss the purposes of the observation.

(7) Notes are to be made of the observation, preferably during the observation. The notes should be as factual and objective as possible.

(8) Observers are required to hold a post-observation conference with the teacher within a reasonable period of time. The bases of the observation and post-observation conference are the performance criteria and their indicators. Criteria one (1) through nine (9) must be addressed in the conference by other than school-based staff. School-based staff are to address criteria one (1) through eleven (11).

(9) Teachers are encouraged to provide informational and material evidence of their effectiveness. Student performance related to the criteria provides appropriate data. Teacher-made and student-made materials are part of the observation and conference and may be appended to the Observation and Conference Report Form.

(10) The conference is an extension of the observation. Written notes on the observation are discussed, clarified, corrected, and extended. Techniques and plans for professional growth and improvement are outlined. Plans are made to provide support and schedule further observations as necessary. Appropriate recognition of successful performance and growth is given. Similarly, performance which the observer considers to be unsatisfactory is clearly identified. Constructive candor is expected.

(11) Minimally, a post-observation conference should cover the following points:

(a) Were the lesson objectives appropriate for the students?

(b) Did the teacher teach to the objective?

(c) Were the methods used effective? What alternative methods were used? What alternative methods could have been used?

(d) Were appropriate learning principles applied?

(e) Did the students attain the lesson objectives? What evidence supports this?

(f) What specific techniques are recommended for professional growth and improvement?

(12) Other conferences (to set objectives, to follow up plans for improvement, to complete evaluation reports, and similar activities) will be scheduled as necessary. All conferences may include data and discussion of professional performance other than the observation but within the scope of the criteria.

(13) The teacher will sign the Observation and Conference report, and other data collected and retained for purposes of evaluation. The signatures do not indicate agreement but verify that the teacher has seen the materials. Signed copies of the Observation and Conference reports must be forwarded to the teacher and principal.

The Evaluation Form

(1) The evaluation form is completed by the principal and discussed at a conference with the teacher. The principal is required to give a copy of the completed form to the teacher prior to the conference.

(2) The completed evaluation form should produce no surprises for the teacher. The process insures this by:

–Making criteria and indicators known at the beginning of the evaluation period.

–Providing for a minimum number of observations and conferences between the teacher and observers.

–Requiring that the teacher be given the opportunity to sign all data collected for evaluative purposes.

–Basing the evaluation on the data collected by and for the evaluator and teacher throughout the period of employment since the previous evaluation.

(3) Performance is evaluated for each of the criteria. The evaluation is indicated by the selection of one of five categories for each criterion: *Superior, Good, Satisfactory, Needs Improvement*, or *Unsatisfactory*

–The category *Superior* indicates that the performance on the criterion was such as could be used as a model for the staff.

–The category *Good* indicates that performance has been attained in a manner which, though not superior, is significantly better than satisfactory.

–The category *Satisfactory* indicates the criterion has been attained in a manner which is consistently acceptable.

–The category *Needs Improvement* indicates that criterion has not been attained in a manner which is consistently acceptable. A supporting statement must be given to describe the teaching behaviors needing improvements so that satisfactory performance or better might be achieved in the following evaluation period. Follow-up plans must be listed.

–The category *Unsatisfactory* indicates that, although weaknesses have been identified through observations and conferences, and services have been provided to support improvement, performance is such that the criterion has not been attained. A supporting statement must be given to describe the improvements which must be made. Follow-up plans must be listed.

The evaluation made must be based on data collected during the current evaluation period.

(4) The *Overall Evaluation* is based upon the evaluations on the eleven criteria. These are explained on the form.

(5) The *Record of Observations, Conferences, and Assessments* section should include all observations and conferences in which reports were recorded and filed for the evaluation period. The names (with dates) of all observers and conferees with the teacher must be recorded. The Assessment of Instructional Performance or Overall Assessment of Performance (by school-based staff) must be recorded.

The teacher and evaluator must sign the evaluation form. The signature of the teacher does not indicate agreement.

The form is then submitted to the Regional Superintendent.

(6) *Recommended Actions* based upon the *Overall Evaluation* are listed on the form.

Performance Criteria and Indicators

Instructional Criteria

(1) DEMONSTRATES PROFICIENCY IN THE USE OF ENGLISH.

Indicators:

(a) Serves as a model for students by observing the conventions of oral Standard English
(b) Employs the appropriate conventions of edited Standard English in all written work, particularly that which appears before students
(c) Communicates with reasonable clarity, conciseness, and precision in both speaking and writing

(2) DEMONSTRATES COMPETENCE IN THE SUBJECT FIELD(S).

Indicators:

(a) Demonstrates command of subject field adequate for the provision of instruction in the present assignment
(b) Presents accurate information
(c) Clarifies or corrects inaccurate information given by students

(3) APPRAISES STUDENT LEARNING LEVELS, INTERESTS AND NEEDS. (To be addressed in post-observation conference.)

Indicators:

(a) Uses information in cumulative folders and in other school records relative to student physical, social, emotional and academic development
(b) Uses information from observing and talking with students individually and in groups
(c) Is available for consultation with parents
(d) Uses appropriate diagnostic procedures
(e) Consults with professional staff members

(4) ESTABLISHES LEARNING OBJECTIVES AND PLANS INSTRUCTION CONSISTENT WITH APPRAISAL OF INDIVIDUAL STUDENT NEEDS AND REQUIREMENTS OF BCPS CURRICULUM FRAMEWORK.

Indicators:

(a) Uses courses of study and curriculum guides currently available in appropriate subject areas
(b) Selects objectives (cognitive, affective, psychomotor) appropriate for the learner
(c) States instructional objectives in terms of student behaviors
(d) Organizes learning tasks in a sequence logical to students
(e) Maintains appropriate balance among various subject areas and within the subject itself
(f) Makes realistic provisions for differences in students' abilities
(g) Writes daily lesson plans consistent with the above indicators
(h) Provides written evidence of long-range planning

(5) USES EFFECTIVE INSTRUCTIONAL METHODS.

Indicators:

(a) Uses motivational techniques appropriate to the learner and the objectives
(b) Provides for individual differences in rates of learning by differentiating instruction and assignments
(c) Assists students in and holds them responsible for organizing their work, following oral and written directions, and completing assignments
(d) Organizes the class to encourage student leadership and responsibility and develops student skills in individual and group decision making
(e) Provides activities which develop critical thinking, resourcefulness, responsibility, and creativity
(f) Uses a variety of teaching techniques balancing teacher-centered and student-centered activities
(g) Uses teaching methods appropriate to lesson objectives
(h) Assigns and evaluates homework
(i) Uses prompt and frequent reinforcement to encourage students to complete learning tasks

(6) USES EFFECTIVE INSTRUCTIONAL RESOURCES.

Indicators:

(a) Utilizes a variety of print and non-print instructional materials in both the classroom and media center
(b) Provides activities for students to utilize under supervision and independently a variety of print and non-print materials in both the classroom and media center
(c) Encourages students to pursue independently a variety of print and non-print resources
(d) Utilizes human and/or material resources in the school and community

(7) KEEPS AN ACCURATE, SYSTEMATIC, ONGOING RECORD OF STUDENT ACHIEVEMENT. (To be addressed in post-observation conference.)

Indicators:

(a) Provides students, parents and administrators with specific and concrete data regarding the achievement of each student

(b) Follows BCPS guidelines for official recording and reporting of student progress
(c) Explains course requirements and grading procedures to students at the beginning of each marking period
(d) Provides guidance to students in analyzing, evaluating, and reviewing their own work

(e) Uses alternative methods of evaluation where appropriate

(f) Marks and returns papers promptly

(8) ESTABLISHES AND MAINTAINS EFFECTIVE CLASSROOM DISCIPLINE AND MANAGEMENT PROCEDURES.

Indicators:

(a) Establishes, explains, and posts classroom rules and procedures

(b) Follows, and requires students to follow, procedures which show consideration for the rights of others

(c) Maintains a classroom conducive to safety and good health

(d) Arranges classroom and controls sound levels in order to provide for a variety of learning situations

(e) Maintains a purposeful educational tone in the classroom

(9) APPRAISES THE EFFECTIVENESS OF ONE'S OWN INSTRUCTIONAL PROGRAM AND METHODS. (To be addressed in post-observation conference.)

Indicators:

(a) Evaluates both long-range progress toward goals and short-range achievement of objectives of classroom activities

(b) Discusses and analyzes teaching program and practices with other staff members

(c) Seeks and accepts feedback from students

(d) Uses results of lesson and unit assessments in planning

Non-Instructional Criteria. (To be addressed by school-based staff.)

(10) PERFORMS APPROPRIATE NON-INSTRUCTIONAL FUNCTIONS NECESSARY TO THE TOTAL SCHOOL PROGRAM.

Indicators:

(a) Performs assigned tasks thoroughly, accurately and punctually

(b) Assumes responsibility for care of materials, equipment, and classroom

(c) Shares responsibility for student behavior throughout the building

(d) Works with colleagues to improve the effectiveness of the total school program

(e) Participates in extra-curricular activities

(11) MEETS ACCEPTED STANDARDS OF PROFESSIONAL BEHAVIOR.

Indicators:

(a) Observes school policies and regulations

(b) Maintains attendance and punctuality consistent with the policies of the Board of School Commissioners

(c) Presents appropriate professional appearance

(d) Demonstrates physical and emotional adequacy consistent with the demands of the profession

(e) Shows respect for colleagues, students, parents, and other community members

(f) Listens and responds to concerns of others

Baltimore City Public Schools, an Equal Opportunity Employer,
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Name ______________________________ Social Security # ____________
last first initial

School # ____________ Region ____________ Status ____________

Assignment (Grade, Level, Subject, etc.) ______________________________

Teacher Evaluation Form

Baltimore City Public Schools

Date ____________________
mo/day/yr

PERFORMANCE CRITERIA	*Unsatisfactory*	*Needs Improvement*	*Satisfactory*	*Good*	*Superior*	*COMMENTS*
1. Demonstrates proficiency in the use of English						
2. Demonstrates competence in the subject field(s)						
3. Appraises student learning levels, interests and needs						
4. Establishes learning objectives and plans instruction consistent with appraisal of individual student needs and requirements of BCPS curriculum framework						
5. Uses effective instructional methods						
6. Uses effective instructional resources						
7. Keeps an accurate, systematic, ongoing record of student achievement						
8. Establishes and maintains effective classroom discipline and management procedures						
9. Appraises the effectiveness of one's own instructional program and methods						
10. Performs non-instructional functions necessary to the total school program						
11. Meets accepted standards of professional behavior						
TOTALS						

Overall Evaluation ____________________

GUIDELINES FOR 1–11

3 or more U	U	0 U, no more than 3 NI	S
6 or more U or NI	U	6 G, remainder S	G
1 or 2 U	NI	8 SU, remainder S or G	SU
4 or 5 NI	NI		

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OBSERVATION AND CONFERENCE REPORT FORM
BALTIMORE CITY PUBLIC SCHOOLS

Name ______________________________ Social Security # ______________
last *first* *initial*

School # ______________ Region ______________ Status ______________ ______________

Assignment (Grade, Level, Subject, etc.) ______________________________

Class ______________________________ Date ______________ Time ______________
mo/day/yr

PERFORMANCE CRITERIA	*COMMENTS*	*Unsatisfactory*	*Needs Improvement*	*Satisfactory*	*Good*	*Superior*
1. Demonstrates proficiency in the use of English						
2. Demonstrates competence in the subject field(s)						
3. Appraises student learning levels, interests and needs						
4. Establishes learning objectives and plans instruction consistent with appraisal of individual student needs and requirements of BCPS curriculum framework						
5. Uses effective instructional methods						
6. Uses effective instructional resources						
7. Keeps an accurate, systematic, ongoing record of student achievement						
8. Establishes and maintains effective classroom discipline and management procedures						
9. Appraises the effectiveness of one's own instructional program and methods						
	TOTALS (1–9)					

GUIDELINES FOR 1–9

3 or more U	U	0 U, no more than 2 NI	S
5 or more U or NI	U	5 G or SU, remainder S	G
1 or 2 U	NI	7 SU, remainder S or G	SU
3 or 4 NI	NI		

Assessment of Instructional Performance ______________

Observer ______________________________ Title ______________________________

TO BE COMPLETED BY BUILDING LEVEL STAFF ONLY

10. Performs appropriate non-instructional functions necessary to the total school program						
11. Meets accepted standards of professional behavior						
	TOTALS (1–11)					

GUIDELINES FOR 1–11

3 or more U	U	0 U, no more than 3 NI	S
6 or more U or NI	U	6 G or SU, remainder S	G
1 or 2 U	NI	8 SU, remainder S or G	SU
4 or 5 NI	NI		

Overall Assessment of Performance (Criteria 1–11) ______________

Observer ______________________________ Title ______________________________

401-00582

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RECORD OF OBSERVATIONS, CONFERENCES, AND ASSESSMENTS

OBSERVER	*DATE*	*O/C*	*ASSESSMENT*

Attendance: Days present ______________________ Days absent ______________________

Days late ______________________ No. of school days to date ______________________

Principal's Comments *(This section must be completed for any ratings of less than Satisfactory. Include supporting statements and plans for follow-up. Use this section for commendations also.)*

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RECOMMENDED ACTIONS

(See next page for "Guidelines.")

☐ Retain ☐ Release ☐ Initiate Election Procedure ☐ Transfer *(Cite circumstances under "Principal's Comments.")*

GUIDELINES FOR RECOMMENDED ACTIONS

Status	Evaluation	Recommended Action	Comments
P or NE, 1st year	U	Release	
P or NE, 1st year	NI	Transfer Retain with Support	
P or NE, 2nd year	U or NI	Release	
NE, 2nd year	S	Elect	
TE	U	Release Retain with Support Transfer *(If second consecutive U, release.)*	
TE	NI	Retain with Support	

Principal's Signature ______________________ Date ____________
mo/day/yr

Teacher's Signature ______________________ Date ____________
mo/day/yr

(By signing this form, the teacher verifies the fact that the TEACHER EVALUATION FORM was read and discussed. The teacher does not necessarily have to agree with the contents. The teacher may comment below.)

Teacher's Comments

TO BE FORWARDED TO REGIONAL SUPERINTENDENT

BALTIMORE CITY PUBLIC SCHOOLS
PROCEDURES FOR EVALUATION OF DEPARTMENT HEADS/SENIOR TEACHERS

Philosophy

The mission of the Baltimore City Public Schools is to educate and provide for the wholesome development of the children and adults enrolled. Assessment of the effectiveness of leadership staff in carrying out that mission is an important part of sound management. Techniques and procedures outlined in this document are designed to assess the effectiveness of staff who serve in leadership roles.

To build increased competence within the staff, to improve staff skills, and to accomplish the primary mission of the public schools in the education of students, the management team must exercise clearly understood responsibilities in the areas of supervision management and leadership. The scope of management emphasizes the accomplishments of the system-wide goal and objectives, as well as specific objectives for the area of responsibility. This is done through the effective use of human talents. Above all, the progress of students is the single most important measure of a system's effectiveness.

The performance evaluation of department head/senior teacher is an integral part of the assessment of the effectiveness of the public school system.

Evaluation Procedure

This procedure is based on the premise that department heads and senior teachers will be evaluated by the appropriate principal or coordinator. The principal or coordinator will be referred to as the evaluator in the following procedure.

(a) First Conference—Plan of Operation

Between August 15 and September 30, the evaluator will develop with the person being evaluated a plan of operation for that staff member's area of responsibility. The plan will be based upon the tasks to be accomplished and the means of executing the responsibilities designated by the criteria and indicators stated on the Evaluation Form. In the case of a newly appointed staff member this plan will be developed on a date mutually agreed upon with the evaluator, but in no case later that thirty days after the appointment to the job is made. The First Conference Report will be completed and copies signed and retained by both parties.

(b) Second Conference Report

The second conference session will be held no later than January 31. The conference will deal with the staff member's progress toward accomplishing the tasks in the plan of operation and meeting the responsibilities of the position as specified on the evaluation instrument. At this time, the Second Conference Report Form will be completed.

Continuing communication between the staff member and the evaluator is desirable and necessary. Further formal conferences may be held at the discretion of either party. The results of such conferences will be summarized in writing and copies signed and retained by both parties.

(c) End-of-Year Conference Report

The final evaluation session will follow the same procedure as the second conference session and will be conducted between June 1 and June 30. At this time the Evaluation Form will be completed by the evaluator and copies signed and retained by both parties. The original copies will be forwarded to the appropriate regional or assistant superintendent.

(d) Objections to the Evaluation

Should the person being evaluated object to the evaluation, the grievance procedure may be used.

Performance Criteria and Indicators

(Also to be used for persons serving as curriculum coordinators in some schools)

Educational Leadership

(1) DEMONSTRATES LEADERSHIP IN PLANNING AND COORDINATING THE INSTRUCTIONAL PROGRAM.

Indicators

(a) Interprets effectively to the staff, parents, students, and community the system program and policies
(b) Assists staff in the analysis and utilization of test results to improve student achievement
(c) Leads the staff in the analysis of pupil progress
(d) Assists teachers in lesson and unit planning
(e) Visits classrooms on a planned, systematic basis for observation and analysis of instruction
(f) Recommends resource materials which provide technical assistance as needed
(g) Assists teachers in developing effective classroom management techniques
(h) Assists in the orientation of new teachers, substitute teachers, and/or student teachers

(2) PROVIDES FOR THE PROFESSIONAL DEVELOPMENT OF STAFF.

Indicators

(a) Makes available to staff professional publications and educational opportunities available in the school system and community
(b) Encourages professional growth activities through recommending professional materials and resources, and staff exchange of professional ideas
(c) Interprets curriculum and other instructional materials to the staff, parents, students, and community
(d) Conducts and arranges for effective demonstration lessons
(e) Responds to identified needs for professional development of staff
(f) Conducts regularly scheduled staff meetings focused on the improvement of instruction

Management Ability

(3) ESTABLISHES EFFECTIVE MANAGEMENT SYSTEM FOR INSTRUCTIONAL MATERIALS.

Indicators

(a) Consults with central office curriculum staff in identifying approved instructional materials appropriate for students
(b) Participates in the ordering of instructional materials for the school
(c) Maintains and disseminates to staff inventories of all instructional materials available
(d) Establishes effective accountability procedures for distribution, collection, and maintenance of instructional materials

(4) ESTABLISHES EFFECTIVE MANAGEMENT PROCEDURES FOR THE INSTRUCTIONAL PROGRAM.

Indicators

(a) Participates in the organization of classes and teaching assignments for instructional efficiency
(b) Maintains an effective system for assessing and monitoring student achievement
(c) Maintains accurate record of individual staff observations and other support services provided for professional growth
(d) Establishes an effective system for collecting and disseminating professional materials to staff
(e) Establishes a procedure for communicating pertinent information on a regular basis
(f) Develops long-term plans for the effective implementation and growth of the instructional program consistent with system policy
(g) Apprises the principal regularly of the status of the instructional program and the progress of the students and staff

(5) MAKES RECOMMENDATIONS AND CARRIES OUT RESPONSIBILITIES CONSISTENT WITH SYSTEM POLICY.

Indicators

(a) Is conversant with the goals of the system as outlined by the Superintendent
(b) Carries out system policies as they are communicated

Human Relations

(6) ESTABLISHES POSITIVE RELATIONSHIPS WITH STAFF, PARENTS, STUDENTS, AND COMMUNITY.

Indicators

(a) Understands and is able to establish appropriate lines of communication within the administrative organization of the system
(b) Works cooperatively with all levels of professional personnel and community members to accomplish the goals of the system

(7) CREATES AN ATMOSPHERE THAT IS CONDUCIVE FOR TEACHERS TO WORK HARMONIOUSLY FOR THE IMPROVEMENT OF CLASSROOM INSTRUCTION.

Indicators

(a) Seeks to discover and develop the strengths of each staff member
(b) Encourages suggestions and opinions from staff
(c) Provides positive reinforcement for staff accomplishments

(8) WORKS EFFECTIVELY WITH STAFF TO RESOLVE CONFLICT SITUATIONS AND TO ACHIEVE UNITY OF PURPOSE.

Indicators

(a) Listens to concerns of others and considers divergent opinions when forming solutions
(b) Recognizes and identifies potential conflict situations and introduces appropriate procedures for solutions in line with system policy

Personal and Professional Characteristics

(9) POSSESSES PHYSICAL AND EMOTIONAL ADEQUACY TO MEET THE DEMANDS OF THE ASSIGNMENT.

Indicators

(a) Shows evidence of emotional adequacy
(b) Possesses the health and vitality adequate to meet the responsibilities of the job
(c) Deals with difficult or unpleasant problems positively and effectively
(d) Shows initiative

(10) EVALUATES SELF CONTINUOUSLY IN AN EFFORT TO IMPROVE EFFECTIVENESS.

Indicators

(a) Maintains an efficient procedure for self-evaluation
(b) Participates with staff members in the analysis of one's own progress
(c) Accepts suggestions or criticism positively
(d) Uses results of staff and self-evaluation for continuous improvement

(11) SETS AN APPROPRIATE EXAMPLE FOR STAFF AND TEACHERS IN APPEARANCE, DEMEANOR, AND WORK HABITS.

Indicators

(a) Presents appropriate professional appearance
(b) Shows genuine respect and concern for others
(c) Displays sustained effort in the quality and quantity of work accomplished
(d) Maintains attendance and punctuality consistent with the policies of the Board of School Commissioners
(e) Complies with rules and regulations of the Board of School Commissioners

(12) AVAILS SELF OF THE OPPORTUNITY FOR IMPROVEMENT THROUGH PROFESSIONAL GROWTH ACTIVITIES.

Indicators

(a) Makes wise use of ideas and suggestions gleaned from professional contacts
(b) Takes advantage of opportunities for professional growth by attending workshops, graduate school, professional meetings, and conferences

(13) DEMONSTRATES PROFICIENCY IN THE USE OF ENGLISH.

Indicators

(a) Serves as a model for teachers and students by observing the conventions of oral Standard English
(b) Employs the appropriate conventions of edited Standard English in all written work
(c) Communicates with clarity, precision, and conciseness in both speaking and writing
(d) Communicates effectively in front of groups

(14) PARTICIPATES IN SCHOOL, REGIONAL, AND SYSTEM ACTIVITIES AND SHARES RESPONSIBILITY FOR THE GOOD OF THE TOTAL SCHOOL SYSTEM.

Indicators

(a) Attends and actively participates in staff meetings
(b) Supports building level activities and policies
(c) Attends regional, divisional, and system meetings as assigned
(d) Works cooperatively with departments of the school system
(e) Is active in professional activities related to work

Performance Rating Scale and Criteria

Performance Rating Notations	*Symbol*	*Performance Rating Criteria*
Superior	SU	Consistently exceeds expected performance in accomplishing stated plans and meeting criteria; manifests a discernable degree of initiative and innovation.
Good	G	Exceeds expectations and demonstrates high level performance in accomplishing plans and meeting criteria.
Satisfactory	S	Accomplishes stated plans and satisfies criteria in a manner resulting in expected performance
Needs Improvement	NI	Accomplishes most plans and meets most criteria in an acceptable manner but needs improvement in designated areas.
Unsatisfactory	U	Unsatisfactory; does not accomplish plans or meet criteria at an acceptable level.

Final Rating Determination

10 SU, remainder G or S	SU
8 G, remainder S or SU	G
Zero U, 1 to 4 NI	S
Zero U, 5 to 7 NI	NI
Any combination of (1 to 3 U and NI) $\leq$ 7	NI
Any combination of (1 to 3 U and NI $\geq$ 8	U
4 or more U	U

KEY: $\geq$ greater than or equal to; $\leq$ less than or equal to

Recommended Actions

Evaluation	*First Year*	*Second Year*
Superior	• Certificate of Recognition • Given preference when requesting travel opportunity(ies) for professional enrichment • Recognition as resource person for the system	• Certificate of Recognition • Given preference when requesting travel opportunity(ies) for professional enrichment • Recognition as resource person for the system
Good	• Letter of Commendation • Recognition as resource person for the system	• Letter of Commendation • Recognition as resource person for the system
Satisfactory		
Needs Improvement	• Retain with support—agreed upon courses of action to be outlined in the first conference report; said report may include suggested university courses, administrative workshops, prescribed procedures for communication. Mandatory monthly conferences with directions and guidance • Transfer based upon needs of the system	• Permit staff member to return voluntarily to the next lower classification • Retain with support • A less than "professionally competent" rating for the third year will result in mandatory application of the recommended action for second year "unacceptable performance" • Transfer based upon the needs of the system
Unsatisfactory	• Retain with support—agreed upon courses of action to be outlined in the first conference report; said report may include suggested university courses, administrative workshops, prescribed procedures for communication. Mandatory monthly conferences with directions and guidance • Transfer based upon needs of the system • Permit staff member to return voluntarily to the next lower classification without prejudice	• Permit staff member to return voluntarily to next lower classification • Upon receipt of "unacceptable performance," the staff member shall be demoted

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1979

DEPT. HEAD/SR. TEACHER **EVALUATION FORM** **BALTIMORE CITY PUBLIC SCHOOLS**

Name ______________________________ Social Security # ______________

Title ______________ School or Office ______________ Region or Division ______________

	PERFORMANCE CRITERIA	*U*	*NI*	*S*	*G*	*SU*	*SUPPORTING STATEMENTS*
EDUCATIONAL LEADERSHIP	1. Demonstrates leadership in planning and coordinating the instructional program.						
	2. Provides for the professional development of staff.						
MANAGEMENT ABILITY	3. Establishes effective management system for instructional materials.						
	4. Establishes effective management procedures for the instructional program.						
	5. Makes recommendations and carries out responsibilities consistent with system policy.						
HUMAN RELATIONS	6. Establishes positive relationships with staff, parents, students, and community.						
	7. Creates an atmosphere that is conducive for teachers to work harmoniously for the improvement of classroom instruction.						
	8. Works effectively with staff to resolve conflict situations and to achieve unity of purpose.						
PERSONAL/PROFESSIONAL CHARACTERISTICS	9. Possesses physical and emotional adequacy to meet the demands of the assignment.						
	10. Evaluates self continuously in an effort to improve effectiveness.						
	11. Sets an appropriate example for staff and teachers in appearance, demeanor, and work habits.						
	12. Avails self of the opportunity for improvement through professional growth activities.						
	13. Demonstrates proficiency in the use of English.						
	14. Participates in school, regional, and system activities and shares responsibility for the good of the total school system.						
	TOTALS						=14

Any check in the *U, NI,* or *SU* column requires a comment in the *SUPPORTING STATEMENT* column with appropriate documentation available

DISPERSAL LEGEND: Original (white)–Personnel Division • 2nd Copy (pink)–Evaluator • 3rd Copy (green)–Regional or Assistant Superintendent • 4th Copy (yellow)–Department Head/Senior Teacher Evaluatee

DEPT. HEAD/SR. TEACHER **CONFERENCE REPORT FORM** **BALTIMORE CITY PUBLIC SCHOOLS**

Name ______________________ Social Security # __________

Position ______________________ Regional or Central Office __________

Evaluator ______________________ Position __________

Check One

☐ FIRST CONFERENCE–PLAN OF OPERATION (Submitted on or before September 30, or the agreed upon date in the case of newly appointed personnel.) The following is a plan of operation to be considered for the new school year in the evaluation process of the employee named above. (The plan of operation has been agreed upon by both parties.)

☐ SECOND CONFERENCE REPORT (Submitted on or before January 31 or the agreed upon date in the case of newly appointed personnel.) The following is a report of the conference held to discuss progress in the implementation of the plan of operation.

Staff Member's Signature *Date* *Evaluator's Signature* *Date*

ADDITIONAL INFORMATION MAY BE ATTACHED

BALTIMORE CITY PUBLIC SCHOOLS
PROCEDURES FOR EVALUATION OF REGIONAL SPECIALISTS

Philosophy

The mission of the Baltimore City Public Schools is to educate and provide for the wholesome development of the children and adults enrolled. Assessment of the effectiveness of leadership staff in carrying out that mission is an important part of sound management. Techniques and procedures outlined in this document are designed to assess the effectiveness of staff who serve in leadership roles.

To build increased competence within the staff, to improve staff skills, and to accomplish the primary mission of the public schools in the education of students, the management team must exercise clearly understood responsibilities in the areas of supervision management and leadership. The scope of management emphasizes the accomplishments of the system-wide goal and objectives, as well as specific objectives for the area of responsibility. This is done through the effective use of human talents. Above all, the progress of students is the single most important measure of a system's effectiveness.

The performance evaluation of regional specialists is an integral part of the assessment of the effectiveness of the public school system.

Evaluation Procedure

This procedure is based on the premise that regional specialists will be evaluated by the appropriate regional superintendent. The regional superintendent will be referred to as the evaluator in the following procedure.

(a) First Conference—Plan of Operation

Between August 15 and September 30, the evaluator will develop with the person being evaluated a plan of operation for that staff member's area of responsibility. The plan will be based upon the tasks to be accomplished and the means of executing the responsibilities designated by the criteria and indicators stated on the Evaluation Form. In the case of a newly appointed staff member this plan will be developed on a date mutually agreed upon with the evaluator, but in no case later that thirty days after the appointment to the job is made. The First Conference Report will be completed and copies signed and retained by both parties.

(b) Second Conference Report

The second conference session will be held no later than January 31. The conference will deal with the staff member's progress toward accomplishing the tasks in the plan of operation and meeting the responsibilities of the position as specified on the evaluation instrument. At this time, the Second Conference Report Form will be completed.

Continuing communication between the staff member and the evaluator is desirable and necessary. Further formal conferences may be held at the discretion of either party. The results of such conferences will be summarized in writing and copies signed and retained by both parties.

(c) End-of-Year Conference Report

The final evaluation session will follow the same procedure as the second conference session and will be conducted between June 1 and June 30. At this time the Evaluation Form will be completed by the evaluator and copies signed and retained by both parties. The original copies will be forwarded to the appropriate regional superintendent.

(d) Objections to the Evaluation

Should the person being evaluated object to the evaluation, the grievance procedure may be used.

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(e) Encourages the use and exchange of professional materials and resources

(4) ASSISTS STAFF IN THE EXAMINATION, SELECTION, INTERPRETATION, AND IMPLEMENTATION OF THE APPROPRIATE PROCEDURES AND MATERIALS TO SUPPORT THE PROGRAM.

Indicators

(a) Demonstrates program strategies when needed
(b) Demonstrates knowledge of skills in implementing the program
(c) Defines the goals and expectations of the program
(d) Explains the philosophy of the area to which assigned as it relates to the goal and objectives of the system

(5) SERVES, WHEN ASSIGNED, AS A RESOURCE PERSON FOR WRITING, EVALUATING, AND INTERPRETING THE PROGRAM MATERIALS.

Indicators

(a) Keeps abreast of current trends in education in the appropriate area of responsibility
(b) Demonstrates knowledge of the philosophy, goals, and objectives of the school system to staff, parents, students, and community
(c) Demonstrates an awareness of child development and theories of learning

Management Ability

(6) SERVES AS LIAISON BETWEEN THE COORDINATOR, REGIONAL STAFF AND SCHOOL.

Indicators

(a) Assesses information received and directs to the coordinator pertinent information
(b) Confers with the coordinator on a regular basis
(c) Relays pertinent information to school and appropriate central and regional staff members

(7) MAINTAINS AND SUBMITS TO THE APPROPRIATE COORDINATOR ACCURATE, SYSTEMATIC RECORDS OF DUTIES PLANNED AND PERFORMED.

Indicators

(a) Completes records with dispatch and efficiency
(b) Includes in records all necessary information and excludes the insignificant
(c) Keeps records accurately and systematically

(8) PROVIDES THE APPROPRIATE PERSONNEL WITH OBSERVATION AND CONFERENCE REPORTS.

Indicators

(a) Completes observation and conference reports within a reasonable time
(b) Records fairly and accurately observation and conference reports
(c) Records reports legibly and expresses information clearly

(9) BUDGETS TIME TO PROVIDE A BALANCE AMONG OFFICE, IN-SCHOOL, AND SPECIAL TASKS, IN ACCORDANCE WITH ASSIGNMENTS.

Indicators

(a) Exhibits skills which permit effective use of time allocated for each task
(b) Estimates with reasonable accuracy the amount of time necessary for the completion of each task
(c) Uses judgment when rescheduling time if unexpected tasks are assigned

(10) MAKES RECOMMENDATIONS AND CARRIES OUT RESPONSIBILITIES IN LINE WITH SYSTEM POLICY.

Indicators

(a) Is conversant with the goals of the system as outlined by the Superintendent
(b) Follows operational policies and procedures as described in the *Administrative Handbook*
(c) Carries out system policies as they are communicated

Human Relations

(11) ESTABLISHES POSITIVE RELATIONSHIPS WITH STAFF, STUDENTS, PARENTS, AND COMMUNITY.

Indicators

(a) Maintains contact with staff, parents, students, and community
(b) Understands and is able to establish appropriate lines of communication within the administrative organization of the system
(c) Works cooperatively with professional and lay persons to accomplish the goals of the system

(12) CREATES AN ATMOSPHERE THAT IS CONDUCIVE FOR STAFF TO WORK HARMONIOUSLY FOR THE IMPROVEMENT OF THE PROGRAM.

Indicators

(a) Seeks to discover and use the strengths of each staff member
(b) Encourages suggestions and opinions from all levels of staff
(c) Offers positive reinforcement for staff

(13) WORKS SKILLFULLY WITH INDIVIDUALS AND GROUPS TO RESOLVE CONFLICT SITUATIONS AND TO ACHIEVE CLARITY AND PURPOSE.

Indicators

(a) Uses creative, productive approaches to problem solving
(b) Listens to concerns of others and considers divergent opinions when forming solutions
(c) Recognizes and identifies potential conflict situations and introduces appropriate procedures for solutions in line with system policy
(d) Assists with implementation of solutions agreed upon
(e) Exhibits professionalism in keeping confidences

(14) WORKS COOPERATIVELY WITH COLLEAGUES TO ACHIEVE GOALS OF ASSIGNED TASKS.

Indicators

(a) Assumes a fair portion of the work load
(b) Does not allow personal conflicts to hinder achievement
(c) Takes advantage of opportunities for exchange of ideas with colleagues
(d) Shares information and material with colleagues
(e) Maintains an atmosphere which permits free and open expression of concerns and opinions

Personal and Professional Characteristics

(15) POSSESSES PHYSICAL AND EMOTIONAL ADEQUACY TO MEET THE DEMANDS OF THE ASSIGNMENTS.

Indicators

(a) Shows evidence of emotional adequacy

(b) Possesses the health and vitality adequate to meet the responsibilities of the job

(c) Deals with difficult or unpleasant problems positively and effectively

(d) Shows initiative

(16) EVALUATES SELF CONTINUOUSLY IN AN EFFORT TO IMPROVE EFFECTIVENESS.

Indicators

(a) Maintains an efficient procedure for self-evaluation

(b) Participates with staff members in the analysis of one's own progress

(c) Accepts suggestions or criticism positively

(d) Uses results of staff and self-evaluation for continuous improvement

(17) SETS AN APPROPRIATE EXAMPLE FOR COLLEAGUES AND STUDENTS IN APPEARANCE, DEMEANOR, AND WORK HABITS.

Indicators

(a) Presents appropriate professional appearance

(b) Shows genuine respect and concern for others

(c) Displays sustained effort in the quality and quantity of work accomplished

(d) Maintains attendance and punctuality consistent with the policies of the Board of School Commissioners

(e) Complies with rules and regulations of the Board of School Commissioners

(18) AVAILS SELF OF THE OPPORTUNITY FOR IMPROVEMENT THROUGH PROFESSIONAL GROWTH ACTIVITIES.

Indicators

(a) Makes wise use of ideas and suggestions gleaned from professional contacts

(b) Takes advantage of opportunities for professional growth by attending workshops, graduate school, professional meetings and conferences

(19) DEMONSTRATES PROFICIENCY IN THE USE OF ENGLISH.

Indicators

(a) Serves as a model for staff and students by observing the conventions of oral Standard English

(b) Employs the appropriate conventions of edited Standard English in all written work

(c) Communicates with clarity, precision, and conciseness in both speaking and writing

(d) Communicates effectively in front of groups

(20) PARTICIPATES IN SYSTEM, REGIONAL, AND SCHOOL ACTIVITIES AND SHARES RESPONSIBILITY FOR THE GOOD OF THE TOTAL SCHOOL SYSTEM.

Indicators

(a) Is active in professional activities related to work

(b) Makes self available to the staff and patrons of the school system for discussion of problems

(c) Works cooperatively with all departments of the school system

(d) Provides a positive image as a representative of the Baltimore City Public Schools in local, state, and national educational activities

(e) Attends staff, divisional, and regional meetings

Performance Rating Scale and Criteria

Performance Rating Notations	*Symbol*	*Performance Rating Criteria*
Superior	SU	Consistently exceeds expected performance in accomplishing stated plans and meeting criteria; manifests a discernable degree of initiative and innovation.
Good	G	Exceeds expectations and demonstrates high level performance in accomplishing plans and meeting criteria.
Satisfactory	S	Accomplishes stated plans and satisfies criteria in a manner resulting in expected performance
Needs Improvement	NI	Accomplishes most plans and meets most criteria in an acceptable manner but needs improvement in designated areas.
Unsatisfactory	U	Unsatisfactory; does not accomplish plans or meet criteria at an acceptable level.

Final Rating Determination

15 SU, remainder G or S	SU
11 G, remainder S or SU	G
Zero U, 1 to 5 NI	S
Zero U, 6 to 9 NI	NI
Any combination of (1 to 4 U and NI) $\leq$ 9	NI
Any combination of (1 to 4 U and NI) $\geq$ 10	U
5 or more U	U

KEY: $\geq$ greater than or equal to; $\leq$ less than or equal to

Recommended Actions

Evaluation	*First Year*	*Second Year*
Superior	• Certificate of Recognition • Given preference when requesting travel opportunity(ies) for professional enrichment • Recognition as resource person for the system	• Certificate of Recognition • Given preference when requesting travel opportunity(ies) for professional enrichment • Recognition as resource person for the system
Good	• Letter of Commendation • Recognition as resource person for the system	• Letter of Commendation • Recognition as resource person for the system
Satisfactory		
Needs Improvement	• Retain with support–agreed upon courses of action to be outlined in the first conference report; said report may include suggested university courses, administrative workshops, prescribed procedures for communication. Mandatory monthly conferences with directions and guidance • Transfer based upon needs of the system	• Permit staff member to return voluntarily to the next lower classification • Retain with support • A less than "professionally competent" rating for the third year will result in mandatory application of the recommended action for second year "unacceptable performance" • Transfer based upon the needs of the system
Unsatisfactory	• Retain with support–agreed upon courses of action to be outlined in the first conference report; said report may include suggested university courses, administrative workshops, prescribed procedures for communication. Mandatory monthly conferences with directions and guidance • Transfer based upon needs of the system • Permit staff member to return voluntarily to the next lower classification without prejudice	• Permit staff member to return voluntarily to next lower classification • Upon receipt of "unacceptable performance," the staff member shall be demoted

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REGIONAL SPECIALIST EVALUATION FORM BALTIMORE CITY PUBLIC SCHOOLS

Name ______________________________ Social Security # ________________

Region ______________________________

	PERFORMANCE CRITERIA	U	NI	S	G	SU	SUPPORTING STATEMENTS
EDUCATIONAL LEADERSHIP	1. Assesses the educational needs of the schools within the region and informs the regional superintendent.						
	2. Assists the regional superintendent in securing appropriate support services based on regional needs.						
	3. Interprets effectively to the staff and community the system's programs and policies as they relate to the educational program.						
MANAGEMENT ABILITY	4. Maintains accurate records of supervisory assignments and services provided to all regional schools.						
	5. Budgets time to provide a balance among office, in-school, and special tasks, in accordance with assignments.						
	6. Makes decisions in line with system policy.						
HUMAN RELATIONS	7. Establishes positive relationships with teachers, school administrators, regional and central office staff, and the community.						
	8. Creates an atmosphere that is conducive for teachers, department heads/senior teachers, and other staff to work harmoniously for the improvement of classroom instruction.						
	9. Works skillfully with individuals and groups to resolve conflict situations and to achieve clarity and purpose.						
	10. Works cooperatively with colleagues to achieve goals of assigned tasks.						

Continued

REGIONAL SPECIALIST **EVALUATION FORM** **BALTIMORE CITY PUBLIC SCHOOLS**

Continued

Name ______________________________ Social Security # ______________

Region ______________________________

	PERFORMANCE CRITERIA	*U*	*NI*	*S*	*G*	*SU*	*SUPPORTING STATEMENTS*
PERSONAL/PROFESSIONAL CHARACTERISTICS	11. Possesses physical and emotional adequacy to meet the demands of the assignment.						
	12. Evaluates self continuously in an effort to improve effectiveness.						
	13. Sets an appropriate example for colleagues and students in appearance, demeanor, and work habits.						
	14. Avails self of the opportunity for improvement through professional growth activities.						
	15. Demonstrates proficiency in the use of English.						
	16. Participates in system, regional, and school activities and shares responsibilities for the good of the total school system.						
TOTALS							= 16

Any check in the *U, NI,* or *SU* column requires a comment in the *SUPPORTING STATEMENT* column with appropriate documentation available.
DISPERSAL LEGEND: Original (white)—Personnel Division • 2nd Copy (pink)—Evaluator • 3rd Copy (yellow)—Regional Specialist Evaluated

REGIONAL SPECIALIST **CONFERENCE REPORT FORM** **BALTIMORE CITY PUBLIC SCHOOLS**

Name

Social Security #

Position

Regional or Central Office

Evaluator

Position

Check One

☐ FIRST CONFERENCE–PLAN OF OPERATION (Submitted on or before September 30, or the agreed upon date in the case of newly appointed personnel.) The following is a plan of operation to be considered for the new school year in the evaluation process of the employee named above. (The plan of operation has been agreed upon by both parties.)

☐ SECOND CONFERENCE REPORT (Submitted on or before January 31 or the agreed upon date in the case of newly appointed personnel.) The following is a report of the conference held to discuss progress in the implementation of the plan of operation.

Staff Member's Signature *Date*

Evaluator's Signature *Date*

ADDITIONAL INFORMATION MAY BE ATTACHED

REGIONAL SPECIALIST **FINAL EVALUATION FORM** **BALTIMORE CITY PUBLIC SCHOOLS**

Name ______________________________ Social Security # ______________

Regional or Central Office ______________________ Period Covered by Evaluation ____________

Evaluator ______________________ Position ______________________

Final Rating of Performance ______________________________________

COMMENTS:

______________________________ ______________________________

Staff Member's Signature ***Date*** ***Evaluator's Signature*** ***Date***

By signing this form, the staff member verifies that the evaluation has been read and discussed. The staff member does not necessarily have to agree with the contents. The staff member may attach comments.

DISPERSAL LEGEND: Original (white)—Personnel Division • 2nd Copy (pink)—Evaluator • 3rd Copy (yellow)—Regional Specialist Evaluated

BALTIMORE CITY PUBLIC SCHOOLS
PROCEDURES FOR EVALUATION OF EDUCATIONAL SPECIALISTS

Philosophy

The mission of the Baltimore City Public Schools is to educate and provide for the wholesome development of the children and adults enrolled. Assessment of the effectiveness of leadership staff in carrying out that mission is an important part of sound management. Techniques and procedures outlined in this document are designed to assess the effectiveness of staff who serve in leadership roles.

To build increased competence within the staff, to improve staff skills, and to accomplish the primary mission of the public schools in the education of students, the management team must exercise clearly understood responsibilities in the areas of supervision, management and leadership. The scope of management emphasizes the accomplishments of the system-wide goal and objectives, as well as specific objectives for the area of responsibility. This is done through the effective use of human talents. Above all, the progress of students is the single most important measure of a system's effectiveness.

The performance evaluation of educational specialists is an integral part of the assessment of the effectiveness of the public school system.

Evaluation Procedure

This procedure is based on the premise that educational specialists will be evaluated by the appropriate coordinator. The coordinator will be referred to as the evaluator in the following procedure.

(a) First Conference—Plan of Operation

Between August 15 and September 30, the evaluator will develop with the person being evaluated a plan of operation for that staff member's area of responsibility. The plan will be based upon the tasks to be accomplished and the means of executing the responsibilities designated by the criteria and indicators stated on the Evaluation Form. In the case of a newly appointed staff member this plan will be developed on a date mutually agreed upon with the evaluator, but in no case later that thirty days after the appointment to the job is made. The First Conference Report will be completed and copies signed and retained by both parties.

(b) Second Conference Report

The second conference session will be held no later than January 31. The conference will deal with the staff member's progress toward accomplishing the tasks in the plan of operation and meeting the responsibilities of the position as specified on the evaluation instrument. At this time, the Second Conference Report Form will be completed.

Continuing communication between the staff member and the evaluator is desirable and necessary. Further formal conferences may be held at the discretion of either party. The results of such conferences will be summarized in writing and copies signed and retained by both parties.

(c) End-of-Year Conference Report

The final evaluation session will follow the same procedure as the second conference session and will be conducted between June 1 and June 30. At this time the Evaluation Form will be completed by the evaluator and copies signed and retained by both parties. The original copies will be forwarded to the appropriate regional or assistant superintendent.

(d) Objections to the Evaluation

Should the person being evaluated object to the evaluation, the grievance procedure may be used.

Evaluation Criteria and Indicators

Educational Leadership

(1) SUPERVISES ALL ASSIGNED STAFF THROUGH THE MEANS SPECIFIED WITHIN EXISTING POLICY.

Indicators

(a) Assists staff in defining and understanding the program expectations which are required

(b) Visits program sites on a planned, systematic basis for observation and analysis of activities

(c) Provides fair and accurate appraisal of the observation of the performance of assigned staff through the use of appropriate documentation

(d) Provides guidance and support for the improvement of identified areas of weakness

(e) Provides guidance and support for staff to carry out their creative ideas and to try new techniques

(f) Provides a program of activities appropriate to the needs of the individual staff members, such as school visits, demonstrations, workshops, and conferences

(2) PLANS WITH AND PROVIDES TECHNICAL ASSISTANCE TO APPROPRIATE PERSONNEL IN MATTERS PERTAINING TO THE PROGRAM.

Indicators

(a) Answers requests for technical information promptly

(b) Demonstrates thorough and accurate knowledge of the area of responsibility

(c) Recommends to staff resource material which will provide the technical assistance needed

(d) Interprets effectively to the staff, parents, students, and community the system program and policies

(3) PLANS AND IMPLEMENTS STAFF DEVELOPMENT ACTIVITIES CONSISTENT WITH THE POLICIES OF THE OFFICE TO WHICH ASSIGNED.

Indicators

(a) Assumes assigned responsibilities for professional development activities

(b) Assists school-based personnel with professional development activities

(c) Assists regional and central offices with professional staff development activities in assigned program area

(d) Recognizes needs and strengths of the staff assigned and plans appropriate professional activities

(e) Encourages the use and exchange of professional materials and resources

(4) ASSISTS STAFF IN THE EXAMINATION, SELECTION, INTERPRETATION, AND IMPLEMENTATION OF THE APPROPRIATE PROCEDURES AND MATERIALS TO SUPPORT THE PROGRAM.

Indicators

(a) Demonstrates program strategies when needed

(b) Demonstrates knowledge of skills in implementing the program

(c) Defines the goals and expectations of the program

(d) Explains the philosophy of the area to which assigned as it relates to the goals and objectives of the system

(5) SERVES, WHEN ASSIGNED, AS A RESOURCE PERSON FOR WRITING, EVALUATING, AND INTERPRETING PROGRAM MATERIALS.

Indicators

(a) Keeps abreast of current trends in education in the appropriate area of responsibility

(b) Demonstrates knowledge of the philosophy, goals, and objectives of the school system to staff, parents, students, and community

(c) Demonstrates an awareness of child development and theories of learning

Management Ability

(6) SERVES AS LIAISON BETWEEN THE COORDINATOR, REGIONAL STAFF, AND SCHOOL.

Indicators

(a) Assesses information received and directs to the coordinator pertinent information

(b) Confers with the coordinator on a regular basis

(c) Relays pertinent information to school and appropriate central and regional staff members

(7) MAINTAINS AND SUBMITS TO THE APPROPRIATE COORDINATOR ACCURATE, SYSTEMATIC RECORDS OF DUTIES PLANNED AND PERFORMED.

Indicators

(a) Completes records with dispatch and efficiency

(b) Includes in records all necessary information and excludes the insignificant

(c) Keeps records accurately and systematically

(8) PROVIDES THE APPROPRIATE PERSONNEL WITH OBSERVATION AND CONFERENCE REPORTS.

Indicators

(a) Completes observation and conference reports within a reasonable time

(b) Records fairly and accurately observation and conference reports

(c) Records reports legibly and expresses information clearly

(9) BUDGETS TIME TO PROVIDE A BALANCE AMONG OFFICE, IN-SCHOOL, AND SPECIAL TASKS, IN ACCORDANCE WITH ASSIGNMENTS.

Indicators

(a) Exhibits skills which permit effective use of time allocated for each task

(b) Estimates with reasonable accuracy the amount of time necessary for the completion of each task

(c) Uses judgment when rescheduling time if unexpected tasks are assigned

(10) MAKES RECOMMENDATIONS AND CARRIES OUT RESPONSIBILITIES IN LINE WITH SYSTEM POLICY.

Indicators

(a) Is conversant with the goals of the system as outlined by the Superintendent

(b) Follows operational policies and procedures as described in the *Administrative Handbook*

(c) Carries out system policies as they are communicated

Human Relations

(11) ESTABLISHES POSITIVE RELATIONSHIPS WITH STAFF, PARENTS, STUDENTS, AND COMMUNITY.

Indicators

(a) Maintains contact with staff, parents, students, and community

(b) Understands and is able to establish appropriate lines of communication within the administrative organization of the system

(c) Works cooperatively with professional and lay persons to accomplish the goals of the system

(12) CREATES AN ATMOSPHERE THAT IS CONDUCIVE FOR STAFF TO WORK HARMONIOUSLY FOR THE IMPROVEMENT OF THE PROGRAM.

Indicators

(a) Seeks to discover and use the strengths of each staff member

(b) Encourages suggestions and opinions from all levels of staff

(c) Offers positive reinforcement for staff

(13) WORKS SKILLFULLY WITH INDIVIDUALS AND GROUPS TO RESOLVE CONFLICT SITUATIONS AND TO ACHIEVE CLARITY AND PURPOSE.

Indicators

(a) Uses creative, productive approaches to problem solving

(b) Listens to concerns of others and considers divergent opinions when forming solutions

(c) Recognizes and identifies potential conflict situations and introduces appropriate procedures for solutions in line with system policy

(d) Assists with implementation of solutions agreed upon

(e) Exhibits professionalism in keeping confidences

(14) WORKS COOPERATIVELY WITH COLLEAGUES TO ACHIEVE GOALS OF ASSIGNED TASKS.

Indicators

(a) Assumes a fair portion of the work load

(b) Does not allow personal conflicts to hinder achievement

(c) Takes advantage of opportunities for exchange of ideas with colleagues

(d) Shares information and material with colleagues

(e) Maintains an atmosphere which permits free and open expression of concerns and opinions

Personal and Professional Characteristics

(15) POSSESSES PHYSICAL AND EMOTIONAL ADEQUACY TO MEET THE DEMANDS OF THE ASSIGNMENTS.

Indicators

(a) Shows evidence of emotional adequacy
(b) Possesses the health and vitality adequate to meet the responsibilities of the job
(c) Deals with difficult or unpleasant problems positively and effectively
(d) Shows initiative

(16) EVALUATES SELF CONTINUOUSLY IN AN EFFORT TO IMPROVE EFFECTIVENESS.

Indicators

(a) Maintains an efficient procedure for self-evaluation
(b) Participates with staff members in the analysis of one's own progress
(c) Accepts suggestions or criticism positively
(d) Uses results of staff and self-evaluation for continuous improvement

(17) SETS AN APPROPRIATE EXAMPLE FOR COLLEAGUES AND STUDENTS IN APPEARANCE, DEMEANOR, AND WORK HABITS.

Indicators

(a) Presents appropriate professional appearance
(b) Shows genuine respect and concern for others
(c) Displays sustained effort in the quality and quantity of work accomplished
(d) Maintains attendance and punctuality consistent with the policies of the Board of School Commissioners
(e) Complies with rules and regulations of the Board of School Commissioners

(18) AVAILS SELF OF THE OPPORTUNITY FOR IMPROVEMENT THROUGH PROFESSIONAL GROWTH ACTIVITIES.

Indicators

(a) Makes wise use of ideas and suggestions gleaned from professional contacts
(b) Takes advantage of opportunities for professional growth by attending workshops, graduate school, professional meetings and conferences

(19) DEMONSTRATES PROFICIENCY IN THE USE OF ENGLISH.

Indicators

(a) Serves as a model for staff and students by observing the conventions of oral Standard English
(b) Employs the appropriate conventions of edited Standard English in all written work
(c) Communicates with clarity, precision, and conciseness in both speaking and writing
(d) Communicates effectively in front of groups

(20) PARTICIPATES IN SYSTEM, REGIONAL, AND SCHOOL ACTIVITIES AND SHARES RESPONSIBILITY FOR THE GOOD OF THE TOTAL SCHOOL SYSTEM.

Indicators

(a) Is active in professional activities related to work
(b) Makes self available to the staff and patrons of the school system for discussion of problems
(c) Works cooperatively with all departments of the school system
(d) Provides a positive image as a representative of the Baltimore City Public Schools in local, state, and national educational activities
(e) Attends staff, divisional, and regional meetings

Performance Rating Notations	*Symbol*	*Performance Rating Criteria*
Superior	SU	Consistently exceeds expected performance in accomplishing stated plans and meeting criteria; manifests a discernable degree of initiative and innovation.
Good	G	Exceeds expectations and demonstrates high level performance in accomplishing plans and meeting criteria.
Satisfactory	S	Accomplishes stated plans and satisfies criteria in a manner resulting in expected performance
Needs Improvement	NI	Accomplishes most plans and meets most criteria in an acceptable manner but needs improvement in designated areas.
Unsatisfactory	U	Unsatisfactory; does not accomplish plans or meet criteria at an acceptable level.

Final Rating Determination

15 SU, remainder G or S	SU
11 G, remainder S or SU	G
Zero U, 1 to 5 NI	S
Zero U, 6 to 9 NI	NI
Any combination of (1 to 4 U and NI) $\leq$ 9	NI
Any combination of (1 to 4 U and NI) $\geq$ 10	U
5 or more U	U

KEY: $\geq$ greater than or equal to; $\leq$ less than or equal to

Recommended Actions

Evaluation	*First Year*	*Second Year*
Superior	• Certificate of Recognition • Given preference when requesting travel opportunity(ies) for professional enrichment • Recognition as resource person for the system	• Certificate of Recognition • Given preference when requesting travel opportunity(ies) for professional enrichment • Recognition as resource person for the system
Good	• Letter of Commendation • Recognition as resource person for the system	• Letter of Commendation • Recognition as resource person for the system
Satisfactory		
Needs Improvement	• Retain with support—agreed upon courses of action to be outlined in the first conference report; said report may include suggested university courses, administrative workshops, prescribed procedures for communication. Mandatory monthly conferences with directions and guidance • Transfer based upon needs of the system	• Permit staff member to return voluntarily to the next lower classification • Retain with support • A less than "professionally competent" rating for the third year will result in mandatory application of the recommended action for second year "unacceptable performance" • Transfer based upon the needs of the system
Unsatisfactory	• Retain with support—agreed upon courses of action to be outlined in the first conference report; said report may include suggested university courses, administrative workshops, prescribed procedures for communication. Mandatory monthly conferences with directions and guidance • Transfer based upon needs of the system • Permit staff member to return voluntarily to the next lower classification without prejudice	• Permit staff member to return voluntarily to next lower classification • Upon receipt of "unacceptable performance," the staff member shall be demoted

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EDUCATIONAL SPECIALIST **EVALUATION FORM** **BALTIMORE CITY PUBLIC SCHOOLS**

Name ______________________ Social Security # ______________

Regional or Central Office ______________ Division ______________

	PERFORMANCE CRITERIA	*U*	*NI*	*S*	*G*	*SU*	*SUPPORTING STATEMENTS*
EDUCATIONAL LEADERSHIP	1. Supervises all assigned staff through the means specified within existing policy.						
	2. Plans with and provides technical assistance to appropriate personnel in matters pertaining to the program.						
	3. Plans and implements staff development activities consistent with the policies of the office to which assigned.						
	4. Assists staff in the examination, selection, interpretation, and implementation of the appropriate procedures and materials to support the program.						
	5. Serves, when assigned, as a resource person for writing, evaluating, and interpreting program materials.						
MANAGEMENT ABILITY	6. Serves as liaison between the coordinator, regional staff, and school.						
	7. Maintains and submits to the appropriate coordinator accurate, systematic records of duties planned and performed.						
	8. Provides the appropriate personnel with observation and conference reports.						
	9. Budgets time to provide a balance among office, in-school, and special tasks, in accordance with assignments.						
	10. Makes recommendations and carries out responsibilities in line with system policy.						

Continued

EDUCATIONAL SPECIALIST **EVALUATION FORM** **BALTIMORE CITY PUBLIC SCHOOLS**

Continued

Name ______________________________ Social Security # ______________

Regional or Central Office ______________ Division ______________________

	PERFORMANCE CRITERIA	*U*	*NI*	*S*	*G*	*SU*	*SUPPORTING STATEMENTS*
HUMAN RELATIONS	11. Establishes positive relationships with staff, parents, students, and community.						
	12. Creates an atmosphere that is conducive for staff to work harmoniously for the improvement of the program.						
	13. Works skillfully with individuals and groups to resolve conflict situations and to achieve clarity and purpose.						
	14. Works cooperatively with colleagues to achieve goals of assigned tasks.						
PERSONAL/PROFESSIONAL CHARACTERISTIC	15. Possesses physical and emotional adequacy to meet the demands of the assignments.						
	16. Evaluates self continuously in an effort to improve effectiveness.						
	17. Sets an appropriate example for colleagues and students in appearance, demeanor, and work habits.						
	18. Avails self of the opportunity for improvement through professional growth activities.						
	19. Demonstrates proficiency in the use of English.						
	20. Participates in system, regional, and school activities and shares responsibility for the good of the total school system.						
	TOTALS						= 20

Any check in the *U, NI,* or *SU* column requires a comment in the ***SUPPORTING STATEMENT*** column with appropriate documentation available.

DISPERSAL LEGEND: Original (white)–Personnel Division • 2nd Copy (pink)–Evaluator • 3rd Copy (green)–Assistant Superintendent • 4th Copy (yellow)–Educational Specialist Evaluated

EDUCATIONAL SPECIALIST **FINAL EVALUATION REPORT** **BALTIMORE CITY PUBLIC SCHOOLS**

Name

Social Security #

Regional or Central Office

Period Covered by Evaluation

Evaluator

Position

Final Rating of Performance

COMMENTS:

Staff Member's Signature *Date*

Evaluator's Signature *Date*

By signing this form, the staff member verifies that the evaluation has been read and discussed. The staff member does not necessarily have to agree with the contents. The staff member may attach comments.

DISPERSAL LEGEND: Original (white)–Personnel Division • 2nd Copy (pink)–Evaluator • 3rd Copy (green)–Assistant Superintendent • 4th Copy (yellow)–Educational Specialist Evaluated

BALTIMORE CITY PUBLIC SCHOOLS

PROCEDURES FOR EVALUATION OF COORDINATORS

Philosophy

The mission of the Baltimore City Public Schools is to educate and provide for the wholesome development of the children and adults enrolled. Assessment of the effectiveness of leadership staff in carrying out that mission is an important part of sound management. Techniques and procedures outlined in this document are designed to assess the effectiveness of staff who serve in leadership roles.

To build increased competence within the staff, to improve staff skills, and to accomplish the primary mission of the public schools in the education of students, the management team must exercise clearly understood responsibilities in the areas of supervision management and leadership. The scope of management emphasizes the accomplishments of the systemwide goal and objectives, as well as specific objectives for the area of responsibility. This is done through the effective use of human talents. Above all, the progress of students is the single most important measure of a system's effectiveness.

The performance evaluation of coordinators is an integral part of the assessment of the effectiveness of the public school system.

Evaluation Procedure

This procedure is based on the premise that coordinators will be evaluated by the appropriate assistant superintendent. The appropriate assistant superintendent will be referred to as the evaluator in the following procedure.

(a) First Conference—Plan of Operation

Between August 15 and September 30, the evaluator will develop with the person being evaluated a plan of operation for that staff member's area of responsibility. The plan will be based upon the tasks to be accomplished and the means of executing the responsibilities designated by the criteria and indicators stated on the Evaluation Form. In the case of a newly appointed staff member this plan will be developed on a date mutually agreed upon with the evaluator, but in no case later than thirty days after the appointment to the job is made. The First Conference Report will be completed and copies signed and retained by both parties.

(b) Second Conference Report

The second conference session will be held no later than January 31. The conference will deal with the staff member's progress toward accomplishing the tasks in the plan of operation and meeting the responsibilities of the position as specified on the evaluation instrument. At this time, the Second Conference Report Form will be completed.

Continuing communication between the staff member and the evaluator is desirable and necessary. Further formal conferences may be held at the discretion of either party. The results of such conferences will be summarized in writing and copies signed and retained by both parties.

(c) End-of-Year Conference Report

The final evaluation session will follow the same procedure as the second conference session and will be conducted between June 1 and June 30. At this time the Evaluation Form will be completed by the evaluator and copies signed and retained by both parties. The original copies will be forwarded to the appropriate regional or assistant superintendent.

(d) Objections to the Evaluation

Should the person being evaluated object to the evaluation, the grievance procedure may be used.

Performance Criteria and Indicators

Educational Leadership

(1) DEMONSTRATES LEADERSHIP IN WORKING WITH STAFF, PARENTS, STUDENTS, AND COMMUNITY IN DEVELOPING AND IMPLEMENTING PROGRAMS AIMED TOWARD ENHANCING STUDENT GROWTH.

Indicators

(a) Keeps abreast of current trends in education in the assigned area
(b) Is aware of programs relative to the assigned area operating in the school system
(c) Assesses the educational needs of students relative to the goals and objectives of the school system
(d) Seeks ideas for new programs from educators, parents, students, and the community
(e) Plans and produces programs in view of assessed needs of the students
(f) Evaluates proposed programs before making them operational
(g) Interprets effectively to the staff, parents, students, and community the system program and policies

(2) EVALUATES THE EFFECTIVENESS OF THE PROGRAM TO WHICH ASSIGNED.

Indicators

(a) Visits program sites to monitor activities
(b) Analyzes formal and informal test results at the school, regional, and system levels as they relate to the area of responsibility
(c) Recommends modification in curricular, instructional, and program practices based upon evaluation

(3) LENDS EFFECTIVE SUPPORT, AS NEEDED, IN THE SUPERVISION OF THE PERFORMANCE OF TEACHERS AND/OR ASSIGNED STAFF.

Indicators

(a) Defines with staff the expectations required by the program

(b) Gives fair and accurate appraisal in the observation of the performance of teachers and/or assigned staff through the use of appropriate documentation

(c) Ensures that areas of strengths and weaknesses are communicated to teachers and/or assigned staff with appropriate comments and/or recommendations

(d) Provides guidance and support for teachers and/or assigned staff

(4) PROVIDES FOR PROFESSIONAL DEVELOPMENT ACTIVITIES.

Indicators

(a) Provides for staff development activities and workshops

(b) Makes available to staff information relative to system workshops and college and university offerings in education and subject areas

(c) Encourages professional growth activities through recommending professional materials and resources and staff exchange of professional ideas

(d) Recognizes areas of skill needs and strengths within staff and plans staff development programs accordingly

(e) Provides forums for exchanges of ideas with staff, parents, students, and community

Management Ability

(5) DEMONSTRATES SOUND MANAGEMENT ABILITY IN CARRYING OUT RESPONSIBILITIES IN PROGRAM DEVELOPMENT AND SUPERVISION.

Indicators

(a) Allocates time in accordance with the demands of day-to-day situations.

(b) Maintains accurate record-keeping systems

(c) Prepares written reports with dispatch and efficiency

(d) Fulfills obligations punctually

(e) Provides systematic plans and direction for program development

(f) Organizes office to handle effectively responsibilities related to facilities, procurement, and personnel

(g) Delegates responsibilities appropriately to staff persons

(6) MAKES DECISIONS IN LINE WITH SYSTEM POLICY.

Indicators

(a) Is conversant with the goals of the system as outlined by the Superintendent

(b) Follows applicable operational policies and procedures as described in the *Administrative Handbook*

(c) Is familiar with the system's administrative organization and therefore able to direct questions concerning policies and procedures to the appropriate staff persons

(d) Carries out system policies as they are communicated

(e) Interprets system policy to staff, parents, students, and community

(7) ESTABLISHES OFFICE POLICY AND EFFECTIVELY MONITORS ITS IMPLEMENTATION.

Indicators

(a) Defines areas of authority and responsibility with appropriate staff persons

(b) Provides assistance and encouragement as needed during the implementation process

(c) Requires and seeks out feedback as to the progress of the implementation process

(d) Provides active leadership in readjustment of the implementation process as the situation warrants

(8) ANALYZES PROBLEMS EFFECTIVELY AND DETERMINES APPROPRIATE ACTION FOR THEIR SOLUTIONS.

Indicators

(a) Identifies and clearly articulates the dimensions of a problem situation.

(b) Reduces a problem into its component parts

(c) Identifies several possible solutions to a given problem

(d) Perceives the short and long range ramifications of a decision

(e) Justifies the reasoning behind a given decision

(f) Seeks and uses when appropriate the advice and insights of staff, parents, students, community, and administrative superiors for balanced input in decision making

Human Relations

(9) WORKS FOR INTERACTION BETWEEN THE SCHOOL SYSTEM AND THE COMMUNITY FOR THEIR MUTUAL UNDERSTANDING AND ASSISTANCE.

Indicators

(a) Develops positive relationships with parents, students, and community leaders which extend awareness of the mission of the school system into the community at large

(b) Promotes interaction with the community through advisory groups, materials selection committees, staff development activities, special programs and other events to which the community is invited

(c) Participates in community events and programs

(d) Provides opportunities for schools and community input in program planning

(10) PROVIDES AN ENVIRONMENT WHICH PERMITS AND ENCOURAGES FULL UTILIZATION OF STAFF TALENTS AND CREATIVE ENERGIES.

Indicators

(a) Seeks to discover and use the strengths of each staff member

(b) Establishes an open atmosphere where it is acceptable for staff to try new techniques

(c) Offers positive reinforcement for staff

(d) Works skillfully with diverse groups to achieve purpose, clarity, and resolution of conflicts

(11) PROVIDES FOR A FREE AND OPEN FLOW OF COMMENTS, CRITICISMS, AND SUGGESTIONS.

Indicators

(a) Encourages suggestions, ideas, and opinions from students, staff, parents, and community

(b) Listens with an "open mind" to suggestions

(c) Accepts divergent thinking

(d) Maintains an atmosphere which permits free and open expression of concerns and opinions

(e) Demonstrates professionalism in keeping confidences

Personal and Professional Characteristics

(12) POSSESSES PHYSICAL AND EMOTIONAL ADEQUACY TO MEET THE DEMANDS OF THE ASSIGNMENTS.

Indicators

(a) Shows evidence of emotional adequacy

(b) Possesses the health and vitality adequate to meet the responsibilities of the job

(c) Deals with difficult or unpleasant problems positively and effectively

(d) Shows initiative

(13) EVALUATES SELF CONTINUOUSLY IN AN EFFORT TO IMPROVE EFFECTIVENESS.

Indicators

(a) Maintains a procedure for self-evaluation

(b) Participates with staff members in the analysis of one's own progress

(c) Accepts suggestions or criticism positively

(d) Uses results of staff and self-evaluation for continuous improvement

(14) SETS AN APPROPRIATE EXAMPLE FOR COLLEAGUES AND STUDENTS IN APPEARANCE, DEMEANOR, AND WORK HABITS.

Indicators

(a) Presents appropriate professional appearance

(b) Shows genuine respect and concern for others

(c) Displays sustained effort and enthusiasm in the quality and quantity of work accomplished

(d) Maintains attendance and punctuality consistent with the policies of the Board of School Commissioners

(e) Complies with rules and regulations of the Board of School Commissioners

(15) AVAILS SELF OF THE OPPORTUNITY FOR IMPROVEMENT THROUGH PROFESSIONAL GROWTH ACTIVITIES.

Indicators

(a) Makes wise use of ideas and suggestions gleaned from professional contacts

(b) Takes advantage of opportunities for professional growth by attending workshops, graduate school, professional meetings, and conferences

(16) DEMONSTRATES PROFICIENCY IN THE USE OF ENGLISH.

Indicators

(a) Serves as a model for staff and students by observing the conventions of oral Standard English

(b) Employs the appropriate conventions of edited Standard English in all written work

(c) Communicates with clarity, precision, and conciseness in both speaking and writing

(d) Communicates effectively in front of groups

(17) PARTICIPATES IN SYSTEM, REGIONAL, AND SCHOOL ACTIVITIES AND SHARES RESPONSIBILITY FOR THE GOOD OF THE TOTAL SCHOOL SYSTEM.

Indicators

(a) Is active in professional activities related to work

(b) Makes self available to the staff and patrons of the school system for discussion of problems

(c) Works cooperatively with all departments of the school system

(d) Provides a positive image as a representative of the Baltimore City Public Schools in local, state, and national educational activities

(e) Attends staff, divisional, and regional meetings

Performance Rating Scale and Criteria

Performance Rating Notations	*Symbol*	*Performance Rating Criteria*
Superior	SU	Consistently exceeds expected performance in accomplishing stated plans and meeting criteria; manifests a discernable degree of initiative and innovation.
Good	G	Exceeds expectations and demonstrates high level performance in accomplishing plans and meeting criteria.
Satisfactory	S	Accomplishes stated plans and satisfies criteria in a manner resulting in expected performance
Needs Improvement	NI	Accomplishes most plans and meets most criteria in an acceptable manner but needs improvement in designated areas.
Unsatisfactory	U	Unsatisfactory; does not accomplish plans or meet criteria at an acceptable level.

Final Rating Determination

12 SU, remainder G or S	SU
9 G, remainder S or SU	G
Zero U, 1 to 5 NI	S
Zero U, 6 to 8 NI	NI
Any combination of (1 to 4 U and NI) ≤ 8	NI
Any combination of (1 to 4 U and NI) ≥ 9	U
5 or more U	U

KEY: ≥ greater than or equal to; ≤ less than or equal to

Recommended Actions

Evaluation	*First Year*	*Second Year*
Superior	• Certificate of Recognition • Given preference when requesting travel opportunity(ies) for professional enrichment • Recognition as resource person for the system	• Certificate of Recognition • Given preference when requesting travel opportunity(ies) for professional enrichment • Recognition as resource person for the system
Good	• Letter of Commendation • Recognition as resource person for the system	• Letter of Commendation • Recognition as resource person for the system
Satisfactory		
Needs Improvement	• Retain with support—agreed upon courses of action to be outlined in the first conference report; said report may include suggested university courses, administrative workshops, prescribed procedures for communication. Mandatory monthly conferences with directions and guidance • Transfer based upon needs of the system	• Permit staff member to return voluntarily to the next lower classification • Retain with support • A less than "professionally competent" rating for the third year will result in mandatory application of the recommended action for second year "unacceptable performance" • Transfer based upon the needs of the system
Unsatisfactory	• Retain with support—agreed upon courses of action to be outlined in the first conference report; said report may include suggested university courses, administrative workshops, prescribed procedures for communication. Mandatory monthly conferences with directions and guidance • Transfer based upon needs of the system • Permit staff member to return voluntarily to the next lower classification without prejudice	• Permit staff member to return voluntarily to next lower classification • Upon receipt of "unacceptable performance," the staff member shall be demoted

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COORDINATOR **EVALUATION FORM** **BALTIMORE CITY PUBLIC SCHOOLS**

Name ______________________________ Social Security # ______________

Regional or Central Office ______________________ Division ______________________

	PERFORMANCE CRITERIA	*U*	*NI*	*S*	*G*	*SU*	*SUPPORTING STATEMENTS*
EDUCATIONAL LEADERSHIP	1. Demonstrates leadership in working with staff, parents, students, and community in developing and implementing programs aimed towards enhancing student growth.						
	2. Evaluates the effectiveness of the program to which assigned.						
	3. Lends effective support, as needed, in the supervision of the performance of teachers and/or assigned staff.						
	4. Provides for professional development activities.						
MANAGEMENT ABILITY	5. Demonstrates sound management ability in carrying out responsibilities in program development and supervision.						
	6. Makes decisions in line with system policy.						
	7. Establishes office policy and effectively monitors its implementation.						
	8. Analyzes problems effectively and determines appropriate action for their solutions.						
HUMAN RELATIONS	9. Works for interaction between the school system and the community for their mutual understanding and assistance.						
	10. Provides an environment which permits and encourages full utilization of staff talents and creative energies.						
	11. Provides for a free and open flow of comments, criticisms, and suggestions.						

Continued

COORDINATOR **EVALUATION FORM** **BALTIMORE CITY PUBLIC SCHOOLS**

Continued

Name ______________________ Social Security # ______________

Regional or Central Office ______________ Division ______________

	PERFORMANCE CRITERIA	*U*	*NI*	*S*	*G*	*SU*	*SUPPORTING STATEMENTS*
PERSONAL/PROFESSIONAL CHARACTERISTICS	12. Possesses physical and emotional adequacy to meet the demands of the assignment.						
	13. Evaluates self continuously in an effort to improve effectiveness.						
	14. Sets an appropriate example for colleagues and students in appearance, demeanor, and work habits.						
	15. Avails self of the opportunity for improvement through professional growth activities.						
	16. Demonstrates proficiency in the use of English.						
	17. Participates in system, regional, and school activities and shares responsibility for the good of the total school system.						
	TOTALS						= 17

Any check in the *U, NI,* or *SU* column requires a comment in the *SUPPORTING STATEMENT* column with appropriate documentation available.

DISPERSAL LEGEND: Original (white)–Personnel Division • 2nd Copy (pink)–Evaluator • 3rd Copy (yellow)–Coordinator Evaluated

COORDINATOR **CONFERENCE REPORT FORM** **BALTIMORE CITY PUBLIC SCHOOLS**

Name ______________________________ Social Security # ______________

Position ______________________________ Regional or Central Office ______________

Evaluator ______________________________ Position ______________

Check One

☐ FIRST CONFERENCE–PLAN OF OPERATION (Submitted on or before September 30, or the agreed upon date in the case of newly appointed personnel.) The following is a plan of operation to be considered for the new school year in the evaluation process of the employee named above. (The plan of operation has been agreed upon by both parties.)

☐ SECOND CONFERENCE REPORT (Submitted on or before January 31 or the agreed upon date in the case of newly appointed personnel.) The following is a report of the conference held to discuss progress in the implementation of the plan of operation.

Staff Member's Signature *Date* *Evaluator's Signature* *Date*

ADDITIONAL INFORMATION MAY BE ATTACHED

COORDINATOR **FINAL EVALUATION REPORT** **BALTIMORE CITY PUBLIC SCHOOLS**

Name ______________________________ Social Security # ______________

Regional or Central Office ______________________ Period Covered by Evaluation ____________

Evaluator ____________________ Position ______________________

Final Rating of Performance ______________________________________

COMMENTS:

Staff Member's Signature *Date* *Evaluator's Signature* *Date*

By signing this form, the staff member verifies that the evaluation has been read and discussed. The staff member does not necessarily have to agree with the contents. The staff member may attach comments.

DISPERSAL LEGEND: Original (white)—Personnel Division • 2nd Copy (pink)—Evaluator • 3rd Copy (yellow)—Coordinator Evaluated

Baltimore City Public Schools

Performance Evaluation of School Based Administrators

Philosophy

Administrators in Baltimore City Public Schools are responsible for maintaining a sound educational climate in each school. Such a climate includes the implementation of policies and goals set by the Board of School Commissioners and the Superintendent.

Careful planning by the administrator requires interaction with students, staff, parents and other community representatives. As a result of effective community action and involvement of appropriate persons, school-based goals are used to provide the best possible educational program for each student.

A school atmosphere conducive to learning is also the responsibility of the building level administrator. The successful administrator must constantly assess programmatic situations and render just and equitable decisions. Professional growth and individual development must be encouraged, counseled and nurtured through a carefully designed program of pre-service/in-service activities. Use must be made of school-based, city-wide, and community-oriented resource personnel.

Professionally, the administrator is constantly obligated to seek knowledge concerning current programs and practices in education. All administrators must become *role models* for their schools, accentuating those positive behaviors necessary and acceptable in a productive society.

Administrator Evaluation Procedure

Evaluatee's Worksheet for Submittal to Superiors

Each administrator will submit a statement of goals and objectives for the area of responsibility between August 15 and September 30. In the case of newly appointed administrators this statement will be submitted on a date mutually agreed upon by the administrator and the immediate supervisor but in no case later than sixty (60) days after the administrator assumes the position to which she or he is appointed. These goals will be agreed upon by the administrator and the immediate supervisor.

First Conference Report

Objectives and goals are subject to modification upon mutual agreement in writing or in a conference between the parties concerned no later than September 30. By this date, the First Conference Report form will be completed and copies retained by the evaluatee and the evaluators.

Second Conference Report

The second appraisal session between the administrator and the immediate supervisor will be held no later than January 15. The appraisal session will measure performance of the administrator in meeting responsibilities as well as progress toward attainment of the established goals and objectives. At this time, the Second Conference Report form will be completed.

Continuing communication between the administrator and the supervisor is desirable and necessary. Further formal conferences until the end-of-year conference may be held at the discretion of the administrator and/or the immediate supervisor. The result of such conferences will be summarized in writing and signed by both parties.

End-of-Year Conference Report

The final evaluation session will involve the same procedure as the second appraisal session and will be conducted between May 1 and June 30.

Exceptions to the Administrative Evaluation

Should the administrator take exception to the performance evaluation, the administrator may seek redress available via the appropriate administrative procedures.

Performance Criteria and Indicators

Educational Leadership

(1) ASSESSES THE IMPLEMENTATION OF THE INSTRUCTIONAL PROGRAM CONTINUALLY AND ACHIEVES EFFECTIVE WAYS TO BRING ABOUT IMPROVEMENT

Indicators:

(a) Meets with instructional leaders in the building (e.g., department heads/senior teachers) on a regular basis to discuss the instructional program
(b) Meets with teachers to discuss instructional program
(c) Oversees the grouping of students for effective instruction
(d) Interacts with students to aid in determining the effect of the instructional program

(2) EVALUATES THE EFFECTIVENESS OF THE INSTRUCTIONAL PROGRAM IN TERMS OF STUDENT NEEDS AND GROWTH

Indicators:

(a) Visits classrooms to monitor programs
(b) Analyzes formal and informal test results in terms of total school outcomes

(c) Monitors pupil growth on a class-by-class and/or subject-by-subject basis
(d) Analyzes formal and informal test results in terms of individual program components

(3) CONTINUALLY SEARCHES FOR OPPORTUNITIES TO INITIATE AND IMPLEMENT PROGRAMS AND PROCEDURES WHICH SHOW PROMISE OF ENHANCING STUDENT GROWTH

Indicators:

(a) Keeps abreast of current trends in education
(b) Is aware of programs going on within the school system
(c) Seeks ideas from educators, parents and community people for suggestions that will meet the educational needs of each student
(d) Evaluates proposed new program carefully before putting it into operation

(4) WORKS COOPERATIVELY WITH TEACHERS AND RESOURCE PERSONNEL IN THE DEVELOPMENT OF THE INSTRUCTIONAL PROGRAM

Indicators:

(a) Assesses, together with teaching and resource personnel, the educational needs of the students relative to the philosophy, goals and objectives of the school
(b) Plans programs in view of the assessed needs of students
(c) Plans with staff and resource personnel instructional modes to meet identified exceptional needs of students

(5) SUPERVISES TEACHER PERFORMANCE (E.G., GIVES FAIR AND ACCURATE APPRAISAL AND EFFECTIVE SUPPORT)

Indicators:

(a) Defines with staff the instructional expectations which are required of all staff
(b) Gives fair and accurate appraisal in the observation of teaching performance
(c) Provides guidance and support for the improvement of identified areas of weakness
(d) Communicates to the teacher positive as well as negative critique
(e) Provides guidance and support for teachers and staff to carry out their creative ideas

(6) ORGANIZES AND USES HUMAN RESOURCES TO AID STUDENT ADJUSTMENT AND MEET STUDENT NEEDS

Indicators:

(a) Utilizes, to the fullest extent possible, individual staff skills and interests in making teaching assignments
(b) Creates within the school day opportunities for inter- and intra-disciplinary instruction
(c) Utilizes resources citywide and within the immediate community to aid in student adjustment and meet student needs
(d) Makes use of the strengths and skills of students within the building to aid the growth and development of the entire student body

(7) DEVELOPS, PLANS, AND ENCOURAGES PROFESSIONAL GROWTH ACTIVITIES

Indicators:

(a) Makes available to staff information relative to workshops offered by the school system and offerings in education made by colleges and universities
(b) Recognizes areas of skill needs and strengths within the faculty and plans staff development programs in accordance
(c) Recommends areas of study to individual staff members as needed
(d) Encourages professional growth activities through staff use of professional materials and resources, and staff exchange of professional ideas

Management Ability

(1) BUDGETS TIME TO PROVIDE A BALANCE BETWEEN ADMINISTRATIVE AND SUPERVISORY DUTIES

Indicators:

(a) Delegates responsibilities to appropriate staff persons
(b) Accomplishes written reports with dispatch and efficiency
(c) Exhibits a command of supervisory skills which permit effective use of time allocated to supervisory tasks
(d) Allocates time on a given day in accordance with the demands of the day-to-day situation

(2) MAKES DECISIONS IN LINE WITH SYSTEM POLICY

Indicators:

(a) Is conversant with the goals of the System as outlined by the Superintendent
(b) Is aware of operational policies and procedures as described in the *Administrative Handbook*
(c) Is familiar with the school system's administrative organization and therefore able to direct questions concerning policies and procedures to the appropriate staff person
(d) Carries out System policies as they are communicated

(3) MONITORS THE IMPLEMENTATION OF A DECISION EFFECTIVELY ONCE IT HAS BEEN MADE

Indicators:

(a) Assigns decision implementation roles to appropriate staff persons
(b) Provides assistance and encouragement as needed during the implementation process
(c) Requires and seeks out feedback as to the progress of the implementation process
(d) Provides active leadership in readjustment of the implementation process as the situation warrants

(4) ANALYZES PROBLEMS EFFECTIVELY AND DETERMINES APPROPRIATE ACTION FOR THEIR SOLUTION

Indicators:

(a) Identifies and articulates well the parameters of a problem situation
(b) Breaks a problem into its component parts
(c) Identifies several possible solutions to a given problem
(d) Perceives the short-range and long-range ramifications of a decision
(e) Justifies the reasoning behind a given decision

(5) SEEKS AND USES WHEN APPROPRIATE THE ADVICE AND INSIGHTS OF STAFF, STUDENTS, AND COMMUNITY FOR BALANCED INPUT IN DECISION MAKING

Indicators:

(a) Establishes both formal and informal groups within the building to serve as both "sounding boards" and originators for decision formulation
(b) Defines carefully those decision situations where student input is needed and then seriously seeks out such input
(c) Defines carefully those decision situations where community input is needed and then seriously seeks out such input

(d) Weighs carefully the input from all groups concerned in a decision situation before arriving at a final decision

(6) ORGANIZES AND UTILIZES EDUCATIONAL AND CLASSIFIED STAFF EFFICIENTLY AND EFFECTIVELY IN THE PURSUIT OF PROGRAM GOALS AND OBJECTIVES

Indicators:

(a) Makes reasonable requirements of staff

(b) Assigns staff resources (both quantitatively and qualitatively) to program requirements without regard for personal bias and inclination

(c) Assesses staff assignments for possible changes in deployment in light of changing program needs

(d) Makes it possible for students, staff, parents, and community to maintain an effective physical building environment

(e) Allocates funds and keeps accurate records to assist in the implementation of program goals and objectives

(7) ESTABLISHES POSITIVE RELATIONSHIPS WITH THE COMMUNITY IN ORDER TO MAKE THE SCHOOL SYSTEM'S MISSION EFFECTIVE

Indicators:

(a) Assists parents in the formation and maintenance of parent organizations within the school

(b) Develops relationships with community leaders which extend awareness of the school's mission into the community at large

(c) Promotes staff interaction with the community through assemblies, special programs and other events to which the community is invited

Organizational Climate

(1) ESTABLISHES AND MAINTAINS COMPREHENSIVE AND SYSTEMATIC PROCEDURES FOR COMMUNICATION WITH STUDENTS, STAFF, AND PARENTS

Indicators:

(a) Develops needed expectations with students, staff, and parents

(b) Reviews expectations orally as needed with students, staff, and parents

(c) Communicates in writing the routine building policies and procedures

(d) Communicates policy and procedural changes in clear and concise written language

(e) Establishes formalized procedures for receiving input from students, staff, and parents

(2) WORKS FOR INTERACTION BETWEEN THE SCHOOL AND COMMUNITY TO ACHIEVE MUTUAL UNDERSTANDING AND ASSISTANCE

Indicators:

(a) Communicates school concerns and needs to community members on an informal and formal basis

(b) Lends support to community concerns which directly or indirectly affect the school

(c) Participates in community events and programs

(d) Develops professional and personal relationships with community opinion leaders

(e) Meets on a regular basis with parents of students

(f) Seeks to have representative members of the school community to give input to the school

(3) WORKS SKILLFULLY WITH DIVERSE GROUPS TO ACHIEVE PURPOSE, CLARITY AND RESOLUTION OF CONFLICTS

Indicators:

(a) Is accessible to students, staff, parents and community

(b) Serves as mediator between conflicting interest groups within the school organization

(c) Identifies potential conflict situations and initiates steps which will prevent the situation from developing

(d) Involves disparate interest groups within the building in the formulation of all major policy and programmatic decisions

(4) CREATES AN ENVIRONMENT WHICH PERMITS AND ENCOURAGES FULL UTILIZATION OF BOTH STAFF AND STUDENT TALENTS AND CREATIVE ENERGIES

Indicators:

(a) Seeks to discover and use the strengths of each staff member

(b) Establishes an open atmosphere where it is acceptable for teachers to try new techniques

(c) Identifies methods for helping students to discover and develop their strengths and talents

(d) Offers positive reinforcement for students and staff

(5) FACILITATES A FREE AND OPEN FLOW OF COMMENTS, CRITICISMS AND SUGGESTIONS

Indicators:

(a) Encourages suggestions, ideas, and feedback from students, staff, parents, and community

(b) Listens with an open mind to suggestions

(c) Accepts divergent thinking

(d) Maintains in meetings with groups of staff an atmosphere which permits free and open expression of teacher concerns and opinions

(e) Exhibits professionalism in keeping confidences

Personal and Professional Development

(1) HAS GOOD PHYSICAL AND EMOTIONAL HEALTH, STRONG WORK CAPACITY, AND RESILIENCE FOR DEMANDING ASSIGNMENTS

Indicators:

(a) Shows evidence of sound emotional adjustment; is calm, poised and mature in reactions

(b) Possesses the health and vitality needed to meet the responsibilities of the job

(c) Deals with difficult or unpleasant problems

(d) Shows initiative and displays enthusiasm

(e) Meets frustration without becoming hostile toward teachers, pupils, administrators, clerical personnel, and others

(f) Works effectively with others

(2) EVALUATES SELF CONTINUOUSLY IN AN EFFORT TO IMPROVE EFFECTIVENESS

Indicators:

(a) Participates with the teachers and other staff members in the analysis of self-progress

(b) Makes use of the results of the evaluation for continuous development

(c) Maintains an efficient procedure for self-evaluation

(d) Makes use of an effective procedure for securing, recording, and using information about the school and its progress

(e) Recognizes the importance of all employees to the school system and deals understandingly with those employees

(f) Displays sustained effort and enthusiasm in the quality and quantity of work accomplished

(3) SETS AN APPROPRIATE EXAMPLE FOR STUDENTS AND TEACHERS IN BOTH APPEARANCE AND DEMEANOR

Indicators:

(a) Presents appropriate professional appearance

(b) Shows genuine respect, concern and warmth for others—for both children and adults

(c) Is sensitive to the reactions of other persons; deals with them understandingly

(d) Accepts suggestions or criticism intelligently and in spirit of mutual goodwill

(4) AVAILS SELF OF THE OPPORTUNITY FOR IMPROVEMENT BY ATTENDING WORKSHOPS, GRADUATE SCHOOL, PROFESSIONAL MEETINGS AND CONFERENCES

Indicators:

(a) Demonstrates adequacy in professional background

(b) Takes advantage of opportunities for professional growth that are available beyond the requirements of the System

(c) Attempts to use ideas and suggestions gleaned from professional magazines and bulletins

(d) Continues professional study, attends professional meetings regularly and reads current professional literature

(5) COMMUNICATES EFFECTIVELY BEFORE GROUPS, SPEAKS DISTINCTLY, USES STANDARD ORAL AND WRITTEN ENGLISH

Indicators:

(a) Interprets the school program and policies to the community as occasion permits

(b) Is alert to the specific needs of the community which relate to the schools served and program offered

(c) Serves as a model for teachers and students by observing the conventions of oral standard English

(d) Keeps the community informed concerning the school program

(e) Speaks clearly and effectively

(6) PARTICIPATES IN SYSTEM AND REGIONAL ACTIVITIES AND SHARES RESPONSIBILITY FOR THE GOOD OF THE TOTAL SCHOOL SYSTEM

Indicators:

(a) Is active in professional activities related to work

(b) Makes self available to the staff and patrons of the school system for discussion of problems

(c) Works cooperatively with all departments of the school system

(d) Complies with rules and regulations

Recommended Actions

EVALUATION	FIRST YEAR	SECOND YEAR
Outstanding Performance	–Certificate –Travel opportunity(ies) for professional enrichment –Recognition as resource person for the system	–Certificate –Travel opportunity(ies) for professional enrichment –Recognition as resource person for the system
High Quality Performance	–Letter of commendation –Recognition as resource person for the system	–Letter of commendation –Recognition as resource person for the system
Professionally Competent		
Needs Improvement	–Retain with support—agreed upon courses of action to be outlined in the first conference report; said report may include suggested university courses, administrative workshop, prescribed procedures for communication. Mandatory monthly conferences with directions and guidance. –Transfer, based upon needs of the system.	–Permit staff member to return voluntarily to the next lower classification without prejudice. –Retain with support. –A less than "professionally competent" rating for the third year will result in mandatory application of the recommended action for second year "unacceptable performance." –Transfer, based upon needs of the system.
Unacceptable Performance	–Retain with support—agreed upon courses of action to be outlined in the first conference report; said report may include suggested university courses, administrative workshops, prescribed procedures for communication. Mandatory monthly conferences with directions and guidance. –Transfer based upon needs of the system. –Permit staff member to return voluntarily to the next lower classification without prejudice.	–Permit staff member to return voluntarily to next lower classification with prejudice. –Upon receipt of "unacceptable performance," the staff member shall be demoted.

Baltimore City Public Schools, an Equal Opportunity Employer, offers equal employment and educational opportunities under Title IX and Section 504 of P.L. 93-112.

FORMS FOR PERFORMANCE EVALUATION OF SCHOOL BASED ADMINISTRATORS
BALTIMORE CITY PUBLIC SCHOOLS

Name ______________________ Social Security # ____________ School # ________

Position ____________ Supervisor's Name ____________ Position ____________

CHECK ONE

☐ **Evaluatee's Worksheet for Submittal to Superior** - Submitted on or before September 30 or the agreed upon date in the case of newly appointed administrators. List the objectives and goals to which you and your staff will give major attention during the new school year. (These goals should support and make operational the systemwide goals.)

☐ **First Conference Report** - Submitted on or before September 30 or the agreed upon date in the case of newly appointed administrators. The following is a list of goals and objectives to be considered for the new school year in the evaluation process of the above administrator. (These goals have been agreed upon by the administrator and the evaluator.)

☐ **Second Conference Report** - Submitted on or before January 15 or the agreed upon date in the case of newly appointed administrators. The following is a report of the conference held to discuss progress towards programs, goals, and objectives of the above administrator.

Administrator's Signature ____________ *Supervisor's Signature* ____________

Date ____________ *Date* ____________

400-01327-1

EVALUATION FORM

	PERFORMANCE CRITERIA	U	NI	PC	HQ	O	SUPPORTING STATEMENTS
Educational Leadership	Assesses the implementation of the instructional program continually and achieves effective ways to bring about improvement.						
	Evaluates the effectiveness of the instructional program in terms of student needs and growth.						
	Continually searches for opportunities to initiate and implement programs and procedures which show promise of enhancing student growth.						
	Works cooperatively with teachers and resource personnel in the development of the instructional program.						
	Supervises teacher performance (e.g., gives fair and accurate appraisal and effective support).						
	Organizes and uses human resources to aid student adjustment and meet student needs.						
	Develops, plans, and encourages professional growth activities.						
Management Ability	Budgets time to provide a balance between administrative and supervisory duties.						
	Makes decisions in line with system policy.						
	Effectively monitors the implementation of a decision once it has been made.						
	Analyzes problems and determines appropriate action for their solution.						
	Seeks and uses when appropriate the advice and insights of staff, students, and community for balanced input in decision making.						
	Organizes and utilizes educational and classified staff efficiently and effectively in the pursuit of program goals and objectives.						
	Establishes positive relationships with the community in order to make the school system's mission effective.						
Organizational Climate	Establishes and maintains comprehensive and systematic procedures for communication with students, staff, and parents.						
	Works for interaction between the school and community for their mutual understanding and assistance.						
	Works skillfully with diverse groups to achieve purpose, clarity, and conflict resolution.						
	Creates an environment which permits and encourages full utilization of both staff and student talents and creative energies.						
	Facilitates a free and open flow of comments, criticisms, and suggestions.						
Personal/Professional Development	Has good physical and emotional health, strong work capacity, and resilience for demanding assignments.						
	Evaluates self continuously in an effort to improve effectiveness.						
	Sets an appropriate example for students and teachers in both appearance and demeanor.						
	Avails self of the opportunity for improvement by attending workshops, graduate school, professional meetings and conferences.						
	Communicates effectively in front of groups, speaks distinctly, uses standard oral and written English						
	Participates in system and regional activities and shares responsibility for the good of the total school system.						
	TOTALS						÷ 25

ANY CHECK IN THE *U, NI,* OR *O* COLUMN REQUIRES A COMMENT IN THE *SUPPORTING STATEMENT* COLUMN WITH APPROPRIATE DOCUMENTATION AVAILABLE

END OF YEAR REPORT–CONFERENCE FORM

Administrator ______________________ Building or School ______________________ Date __________

Supervisor ______________________ Title ______________________

Final Rating of Administrator's Performance ______________________

The signature of the administrator indicates he/she has read the evaluation.

Evaluatee ______________________ Evaluator ______________________

By signing this form, the evaluatee verifies that the evaluation was read and discussed. The evaluatee does not necessarily have to agree with the contents. The evaluatee may attach comments.

ATTACH ANY ADDITIONAL INFORMATION TO THE BACK OF THIS SHEET

DISPERSAL LEGEND Personnel–White/Evaluatee–Pink/Regional File–Canary/School File–Goldenrod

400-01327-3

ADDITIONAL COMMENTS

RATIONALE

The primary goal of evaluation, as stated in the introduction and in the policy of the Barnstable School Committee, is professional growth. Professional growth is defined as improvement of teaching and learning for the benefit of students.

Evaluation should be part of the total management system as it relates to the most important part -- the individual professional.

Because the individual is unique, the process of evaluation should take the person from where they are, through the process of self-analysis and analysis in cooperation with the supervisor; and cause that individual to grow professionally, as previously defined above.

If evaluation is part of the total management system, then the growth should be consistent with the school and system goals as they apply to the individual.

When the individual is cognizant of the goals of the system, school, department, or program, a pattern of growth can be developed that causes both the individual and the system to grow together.

PROFESSIONAL

EVALUATION SYSTEM

BARNSTABLE PUBLIC SCHOOLS

BARNSTABLE SCHOOL COMMITTEE
TEACHER EVALUATION POLICY

The basic philosophy for evaluation of professional staff members in the Barnstable Public Schools is that "Evaluation is a process which gives teachers the opportunities to do their very best. It is a cooperative undertaking carried on with mutual respect. The teacher should be a partner in the process with the administrator or supervisor charged with the evaluative task."

In order to insure a high quality of teacher and administrative performance and to advance the instructional program of the Barnstable Public Schools, a continuous program for teacher and administrator evaluation shall be established and reports shall be made to the School Committee considering the outcome of these evaluations. The evaluation process shall include self-evaluation, supervisor-initiated observations and teacher-initiated observations, and final supervisor evaluation. First-year probationary teachers shall be evaluated formally and in writing the first three school quarters. Second and third year non-tenure teachers shall receive at least two formal written evaluations during the year. Each tenure teacher shall receive at least one formal written evaluation during the year. The formal written evaluations shall result from a series of observations, not from a single visit. Evaluations and observations in addition to those detailed above are at the discretion of the administration.

The formal evaluation shall be written and shall be discussed by the supervisor and the person being evaluated. The formal evaluation shall be signed by both parties and be placed in the personnel file of the teacher or administrator. The individual shall also receive a signed copy. The signature should indicate that the evaluation has been read and discussed.

The written evaluation should be specific in terms of the person's strengths and goals for growth. Those areas where improvement is needed should be clearly set forth and recommendations for improvement should be made. Subsequent evaluations should address themselves to any improvement or to any continuing difficulty which is observed.

Adopted: November 13, 1972

ADMINISTRATIVE REGULATIONS

The Barnstable School Committee, in its policy on Teacher Evaluation, describes evaluation as "a process which gives teachers the opportunity to do their very best. It is a cooperative understanding carried on with mutual respect. The teacher should be a partner in the process...".

The Barnstable School Committee again places emphasis on trust in professional growth when it voted in the Spring of 1976 that all tenure teachers were acceptable and that the thrust of evaluation should be directed toward professional growth.

These regulations which describe the process of evaluation attempt to fulfill the intent of the Committee policy.

I. General:

The evaluation procedures of the Barnstable Public Schools will have three phases:

A. Phase 1 - This phase of evaluation is concerned with first, second, and third year non-tenure teachers. It is primarily a rating system that should provide professional growth and information regarding further re-election to the Barnstable Public Schools.

B. Phase 2 - This phase of evaluation is concerned with all tenure teachers and strives for improved learning and teaching that benefits the students; i.e., professional growth.

C Phase 3 - This phase of evaluation is concerned with all teachers and deals with unsatisfactory performance of a particular person. It is totally apart from the other evaluative procedures. This procedure is described in the booklet entitled, "Phase III - On Notice of Employment Status".

II. Timetable:

Formal written evaluations shall be completed as follows:

A. Phase 1 - 1. By end of November
2. By February 15
3. By May 15 - first year teachers only

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B. Phase 2 - 1. Individual staff will prepare their job targets, if they choose self-evaluation, by the last school day of October.

2. Job target conference should take place no later than the last school day in November.

3. Post-conference should take place no later than the fourth Friday in May.

4. Other conferences should be scheduled as they seem necessary.

5. Formal evaluations should be given to the Superintendent no later than the second Monday in June.

III. Process:

A. Phase 1 - Non-tenure teachers are evaluated and re-elected annually. The purpose of the evaluation is to cause these staff members to improve professionally, but it is also used as an instrument to determine re-election to a position in the Barnstable Public Schools.

The form for Phase 1 evaluation is included elsewhere in this booklet.

Second and third year staff are encouraged to participate in the self-evaluation process.

B. Phase 2 - All tenure teachers - this process presumes acceptability of the staff member and recognizes the individual differences of the staff member. Self-evaluation is encouraged, but optional. Teachers who choose not to participate in self-evaluation will be evaluated solely by the supervisor. The process is composed of the following components:

1. Self-evaluation to develop job targets for professional growth
2. Joint conference -- supervisor - educator
3. Monitoring or data collection
4. Evaluation on achievement of job targets

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The following addresses each component:

1. Self-evaluation

Prior to setting job targets, the individuals involved should conduct an analysis that includes such things as job descriptions, system philosophy, goals and priorities of school/department/program/team and an analysis of the teacher's past performance. After the analysis has taken place, the teacher should develop job targets which he will share at the target setting conference.

The Teacher Role: Prior to the objective setting conference, the teacher should do considerable self-evaluation. An introspective analysis of past performance, job description, district priorities, school and/or department goals, and personal goals will give the teacher some areas of possible focus for targets. The teacher should then determine specific targets and write those targets. It is important that the teacher not skip lightly over this step. This step is what will individualize the evaluation process. If the teacher goes into the job target setting conference empty handed, the supervisor is most likely to give some targets. The process is more constructive if the teacher is prepared.

The Supervisor Role: Prior to the job target setting conference, the supervisor should become familiar with the teacher's past performance. Keeping that in mind as well as school and district priorities, the supervisor may develop targets for the teacher to focus upon. In addition, the supervisor should identify the support to be given the teacher.

2. Job Target Setting Conference

This step requires the teacher and the supervisor to discuss the targets which will be focused upon during the ensuing evaluation cycle. The negotiation of the targets is where the evaluation process becomes individualized. Most targets will be quickly agreed upon. However, there may be some conflict because of initial disagreement about what targets should be addressed. It is important that any conflict surface at this point so it can be resolved rather than remain hidden and surface later. Following are some important points concerning targets:

a. The individual's targets should be consistent with the school or school district goals.
b. The number of targets will vary, but should not exceed six.
c. Targets should be prioritized to enable the person to properly allot time and effort.
d. Targets must be measurable or observable.

In addition to agreement on targets, there should be agreement on several other points:

a. A monitoring plan
b. Schedule for interim and final conference
c. Agreement and understanding of what has been decided upon in the conference

Teacher Role: At the objective setting conference, the teacher presents his or her targets and should expect the supervisor to comment regarding those targets. It is also likely that the supervisor will present some targets that he or she considers important for the teacher to focus upon. The product of the conference is a plan -- an agreement between the teacher and the supervisor on how the teacher will be evaluated. It is extremely important that the agreement be clearly stated.

Supervisor Role: The supervisor receives targets the teacher desires to focus upon and assists in making them clear. Targets developed by the supervisor are discussed. Targets are agreed upon. A monitoring plan is developed and agreed upon. Also, the nature and extent of support and help to be provided the teacher is determined. The supervisor should develop a copy of the evaluation agreement.

3. Monitoring the Data Collection

The focus of this activity is collecting data, not evaluating performance. Monitoring performance and evaluating performance are two separate functions. During the job target setting conference, agreement is reached on the monitoring procedures to be used. Data can be collected in a variety of ways depending upon objectives being pursued. Performance can also be monitored by a variety of people including the supervisor, the teacher, peers, and students. Any number of instruments and observation strategies can be employed.

Teacher Role: Between conferences it is important for the teacher to monitor his/her performance by collecting data. Good written records must be kept. Constant self-evaluation should take place.

Supervisor Role: The supervisor is responsible for monitoring as provided in the agreement. Classroom observations are made as agreed and other relevant data are collected. It is important that written records be kept.

4. Evaluation Conference

Data must be interpreted to give it meaning. That interpretation takes place at the evaluation conference. It must be remembered that the evaluation is in terms of the job targets previously agreed upon. Again, evaluation is not something done by just the supervisor. Self-evaluation is an important part of evaluation. It is essential for philosophical as well as practical reasons. Close supervision is not possible, nor is it desirable most of the time. If the process is to be developmental, it should encourage honest self-assessment. However, if the process has been followed, the supervisor is not making secretive judgments of a summative nature. Instead, the evaluations are formative and are a reflection of the available data. There may be instances when there is no agreement whether or not a job target has been met. The teacher may interpret the data one way and the supervisor may interpret it another way. In such cases, both parties should prepare a written evaluation summary for that objective to be included in the evaluation report.

Teacher Role: The teacher presents his or her evaluation of the job target, receives the supervisor's assessment, and assists in completing an evaluation report. The teacher should also assess the performance of the supervisor and the evaluation process and make suggestions for the next phase of the cycle.

Supervisor Role: The supervisor comes into the conference having already made an assessment of the data collected in the monitoring process. The teacher is encouraged to present a self-analysis. The supervisor presents his/her evaluation and both evaluations are discussed. An evaluation is made cooperatively by the participants.

GENERAL NOTES:

1. Each year the evaluation procedure will be discussed and evaluated with administrators and teachers in order to improve the process.
2. Appeals to the Superintendent may include the following:
   a. That procedures are fair and consistently implemented.
   b. That the process of monitoring is reasonable.
   c. That targets are clear, reasonable, and manageable.

Job targets in general can be defined as a highly definitive personalized written plan which:

1. Identified one or several related observable activities designed to improve the effectiveness of an individual educator's professional efforts.
2. Is cooperatively developed by the individual and his immediate supervisor.
3. Is identified with a specific area of the educator's responsibility.
4. Outlines methods and techniques for monitoring and assessing either objectively and/or subjectively the degree of the educator's accomplishment of the target.

The following are offered as guidelines for drawing job targets:

1. The job target must be defined in terms of results or conditions to be achieved -- not just activities to do.
2. Job targets should be written so that they can be analyzed and reviewed from time to time.
3. Written job targets should start with an action term such as achieve, completed by, replace, convince, etc.
4. Job targets newly formulated should be set in the light of past experience.
5. Job targets should be stated in positive terms such as what to do rather than negative terms such as what to avoid.
6. Job targets should be concise statements without complex and elaborate descriptions.
7. Job targets should cover a single ended result and not a number of commitments.
8. Job targets that have been changed and modified must be recommunicated with the involved administrator.
9. Job targets must be realistic as to the resources, facilities and skills that are available.

	JOB TARGETS
To increase individualized instruction	...less than 50% of class time devoted to teacher talk ...more than 25% of class time spent in independent study ...two or more alternative activities available to students for at least half of the course objectives ...some opportunity for every student to pursue individually a topic of special interest
Provide students with rapid feedback (knowledge of results on learning activities)	...correct and hand back test within 24 hours ...read, grade, write comments on, and hand back all written papers within three days ...verbally commend outstanding student achievement at first appropriate occasion
Improve the self image of three/five students who appear to have serious self-image problems	...The following could be considered to be indicators of improved positive self image: ...more willingness to risk trying in unknown areas or situations ...responds positively to positive behavior feedback ...exhibits less hostility toward peers
Accelerate my rate of professional growth	...spend an average of five hours per week reading professional books and magazines ...visit another school once a month ...attend a professional conference, seminar, workshop, or meeting every other month

APPENDIX A

JOB TARGETS

A crucial element in the teacher evaluation is the Job Targets. Following are a number of sample objectives written in different styles. There is no one correct way to write Job Targets. It is important, though, that the Job Target precisely describe the desired outcome in measurable or observable terms.

Examples:

By April 1, no more than 50% of my class time will be devoted to lecture.

I will provide no less than two alternative activities for students to choose from in pursuit of at least half of the course objectives.

In each unit of study, I will allow each student to pursue at least one objective of his or her own interest.

At least half of my questions to students will require a response above the level of knowledge or recall.

During the school year, I will prepare and teach two in-service workshops on the use of games and simulations.

BARNSTABLE PUBLIC SCHOOLS **GBI**

Teacher Evaluation Report - Non-tenure Staff

Teacher's Name ________________ Evaluation & Date ______________

School ________________________ Grade or subject ________________

Evaluator ____________________

Supervisors should specify "strength" and "goals for growth" on this side of this form in the space provided. Where improvement is needed areas should be clearly set forth and specific recommendations should be made to cause improvement. Growth demonstrated in "goals" noted on previous evaluations should be included in "strengths" area. (See Barnstable Public Schools Policy and Regulations for Teacher Evaluation.) On the reverse side is a listing of expectations of teachers.

Strengths:

Goals for Growth:

Recommendation: (x)

_________ Recommend

_________ Recommend as acceptable with reservations

_________ Do not recommend

Classification:

_________ First year in Barnstable

_________ Second year in Barnstable

_________ Third year in Barnstable

_________ To Tenure

Signed ______________________

Signed ______________________

APPENDIX B

TENURE STAFF EVALUATION

______________________ ________________ ____________
Educator's Name School Grade/Subject

This form may be completed jointly between the supervisor and staff person or by the evaluator if not self-evaluation. A maximum of six job targets should be developed (see Evaluation Manual). Job Targets should be categorized as Professional, Instructional, and/or Personal. Use additional sheets as needed.

School/Department/Team Goals Rec'd___ Not Rec'd___

Priority Targets Developed Strengths

Achievement of Targets

Evaluator's Signature__________________________Date__________

Evaluator's Signature__________________________Date__________

Evaluator's Signature__________________________Date__________

Evaluator's Signature__________________________Date__________

APPENDIX C

A GUIDE TO SELF-EVALUATION

The most important aspect of professional growth is the sincere analysis of your own professional growth needs.

It is suggested that you refer to Appendix B in the Evaluation Manual for the following materials.

A.) You are encouraged to refer to the goals of the system/school/department/team for it is hoped your targets are consistent with their goals.

B.) You are encouraged to review the job description for teacher, as an aide in self-analysis.

C.) You are encouraged to use the sample forms for student evaluation of yourself. The results are for your use only unless you choose to share them.

D.) The philosophy of the school system can also be utilized.

NOTE: You may also wish to consult Appendix C which deals specifically with Job Targets.

SELF-APPRAISAL FORM

(To be retained by staff person)

I. General Goals of Your Job:

1.
2.
3.
4.
5.

II. Job Relations: (To whom are you directly responsible? with whom do you coordinate?)

1.
2.

III. Abilities Required:

A. Specific Job Targets

1. ____

____

2. ____

____

3. ____

____

4. ____

____

5. ____

____

6. ____

____

BARNSTABLE PUBLIC SCHOOLS
Proposed
PHILOSOPHY OF EDUCATION

In order to achieve a society with an educated citizenry, the Barnstable Public Schools recognize their role to provide educational opportunities necessary for the maintenance of an informed citizenry in a democracy. The Barnstable Public Schools recognize that a democratic society emphasizes the dignity and worth of its individual citizens. To that end, the Barnstable Public Schools recognize their obligation to provide an equal opportunity to learn to all their students. The Barnstable Public Schools further recognize their obligation to operate with due regard for the rights of all.

While many institutions within the community contribute to the development of an educated citizenry, the unique role of the schools is to provide in an organized way the opportunity for intellectual development, to help all students to acquire a sense of values, and to help all students to use knowledge wisely.

Beyond its primary and unique responsibilities, the schools share certain responsibilities with the home and community. These shared responsibilities are extremely important. The Barnstable Public Schools recognize that many of the following basic objectives are included in the category which is shared with other sections of society. However, the schools recognize their role as a major factor for the attainment of these objectives.

PHILOSOPHY OF EDUCATION

Within the limit of the resources provided by the community, the Barnstable Public Schools strive to develop the following within each student appropriate to his needs and abilities:

1. basic communication skills
2. the capacity to use knowledge effectively
3. a capacity and desire for lifelong learning
4. skills and attitudes in preparation for citizenship in a democratic society
5. a respect for the community of man
6. an occupational competence
7. an understanding of and an appreciation for the environment
8. the capacity to identify and cultivate one's own individual values and attitudes
9. creative interests and talents
10. his physical and emotional well being

In addition, the Barnstable Public Schools strive to meet the following objectives within the limit of the resources provided by the community.

1. to recognize and develop the individual differences among pupils
2. to involve parents and community
3. to make a provision for educational options and learning alternatives whereever possible
4. to be fiscally responsible in its operation

GOAL STATEMENTS
DEVELOPED BY STUDENTS, COMMUNITY, AND STAFF
FOR
BARNSTABLE PUBLIC SCHOOLS

1. Continue to focus on competency in basic academic skills, decision-making, problem-solving, and independent thinking.

2. Strive to create an atmosphere that will teach and encourage responsibility, respect and acceptance for one another, self-respect, self-discipline, positive self image, and a thirst for knowledge.

3. Improve quality of instruction:

   a. through hiring
   b. through updating of techniques of instruction
   c. allow teachers to do what they are trained to do
   d. inter-school exchange
   e. reduce larger class sizes system-wide at all levels

4. Increase the alternatives for all students within the academic, creative, and athletic programs.

5. Improved nutrition and health education for teachers and students and develop a physical fitness program.

5/77, 5/78, 5/79

SCHOOL GOALS:

DEPARTMENT/PROGRAM/TEAM GOALS:

To be formulated and shared annually.

Locator:

BARNSTABLE

JOB DESCRIPTION

Title : Primary Grade Teacher

Qualifications:

1. Possesses appropriate certification and degree(s).
2. Has a knowledge of children based on both formal learning and/or practical experience.
3. Such alternatives to the above qualifications as the School Committee may find appropriate and acceptable.

Reports to: Principal.

Job Goal:

To create and sustain a flexible primary program and a classroom environment favorable to learning and personal growth of pupils; to establish effective rapport with pupils; to motivate pupils to develop skills, attitudes and knowledge, and to evaluate their educational foundations in accordance with each child's ability.

Performance Responsibilities:

A. Understands Child Growth and Development:

1. Maintains responsibility for relating teaching methods and materials to the growth and development of primary age children.
2. Considers the interest level and attention span of the children in all activities.
3. Recognizes symptoms of vastly superior and inferior pupil performance and seeks appropriate referrals.
4. Demonstrates the use of vocabulary appropriate to the children of the primary grades.
5. Uses known physical, mental, social and emotional traits as a basis for learning.
6. Displays initiative and creativity in providing learning activities.

B. Planning and Evaluating Student Learning:

1. Plan for a long range and short range instructional program consistent with school/system curriculum.

   a) Long range - units to be covered for the year,
   approximate time frame,
   general outcome (goal) for each unit

   b) Short range - objective(s) for present unit,
   weekly plan of objectives and activities

2. Develops a one day lesson plan for substitute (activities or skills).

3. Diagnose learning needs of students using appropriate instrument.

4. Utilizes appropriate teacher made tests to match objectives.

5. Uses results of unit assessments to continue or modify learning activities and teacher plans.

6. Maintains congizance of system time allotments for subjects.

7. Insures that clear and timely objective interpretations are offered to parents and students on their progress.

8. Keeps appropriate records, administers and uses standardized tests and prepares progress reports.

C. Classroom Management:

1. Organizes the physical environment to provide for basic comfort, health and safety of the children.

2. Establishes positive and consistent standards of behavior which reflect an understanding of primary age children.

3. Conducts the routine and clerical chores with efficiency, accuracy and promptness.

4. Uses good planning and student motivation as management tools.

5. Solicits appropriately, the help of parent(s), resource staff and principal as aids to classroom management.

6. Uses the instructional program, when appropriate, to encourage citizenship and responsibility.

7. Manages class time efficiently.

D. Interpersonal Relationships:

1. Demonstratesand reinforces mutual respect among students.

2. Uses positive reinforcement and encouragement with students.

3. Cooperates with fellow teachers, administrators and other staff to maintain a positive school and system climate.

4. Listens and respects the opinions of other staff.

5. Communicates effectively with staff and parents.

6. Fosters tolerance and understanding of ethnic, cultural, racial and religious differences.

E. Professional Responsibilities:

1. Participates in curriculum development or review.

2. Improves and maintains professional competence through in-service, formal course work and readings.

3. Shares ideas, materials and methods with colleagues.

4. Protects confidentiality of information about pupils.

5. Utilizes prescribed district and association channels for solving problems or grievances in a constructive manner.

6. Uses oral and written English correctly in the exercise of the professional assignment.

7. Accepts, considers and uses suggestions and criticsms in a responsive manner.

8. Cooperates in the development and support of school and system policies.

F. Personal:

1. Sets a strong example of good hygiene, manners and self-control.

2. Displays a personal interest in students as individuals.

3. Maintains good humor, enthusiasm, initiative and integrity with students, staff and parents.

4. Cooperates with administrators, staff members, parents and pupils in developing and supporting school activities.

G. Other duties assigned by the Principal.

Locator:

BARNSTABLE

JOB DESCRIPTION

Title: Intermediate Grade Teacher

Qualifications:

1. Possesses appropriate certification and degree(s).
2. Has a knowledge of children based on both formal and/or practical experience.

Reports to: Principal

Job Goal:

To create and sustain a flexible intermediate program and a class environment favorable to learning and personal growth; to establish effective rapport with pupils; to motivate pupils to develop skills, attitudes and knowledge, and to evaluate their educational foundations in accordance with each child's ability.

Performance Responsibilities:

A. Understands Child Growth and Development:

1. Maintains a responsibility for relating teaching methods and materials to the growth and development of intermediate age children.
2. Considers the interest level and attention span of the children in all activities.
3. Recognizes symptoms of vastly superior and inferior pupil performance and seeks appropriate referrals.
4. Demonstrates the use of vocabulary appropriate to the children of the intermediate grades.
5. Uses known physical, mental, social and emotional traits as a basis for learning.
6. Displays initiative and creativity in providing learning activities.

B. Planning and Evaluating Student Learning:

1. Plan for a long range and short range instructional program consistent with school/system curriculum.
    a) Long range - units to be covered for the year,
    approximate time frame,
    general outcome (goal) for each unit
    b) Short range - objective(s)for present unit,
    weekly plan of objectives and activities
2. Develops a one day lesson plan for substitutes (activities or skills).

3. Diagnose learning needs of students using appropriate instrument.
4. Utilizes appropriate teacher made tests to match objectives.
5. Uses results of unit assessments to continue or modify learning activities and teacher plans
6. Maintains cognizance of system time allotments for subjects.
7. Maintains responsibility for making outside assignments appropriate to the objectives taught.
8. Insures that clear and timely objective interpretations are offered to parents and sutdents on their progress.
9. Keeps appropriate records, administers and uses standardized tests and prepares progress reports.

C. Classroom Management:

1. Organizes the physical environment to provide for basic comfort, health and safety of the children.
2. Establishes positive and consistent standards of behavior which reflect an understanding of intermediate grade children.
3. Conducts the routine and clerical chores with efficiency, accuracy and promptness.
4. Uses good planning and student motivation as management tools.
5. Solicits appropriately, the help of parent(s), resource staff and principal as aids to classroom management.
6. Uses instructional program, when appropriate, to encourage citizenship and responsibility.
7. Manages class time efficiently.

D. Interpersonal Relationships:

1. Demonstrates and reinforces mutual respect among students.
2. Uses positive reinforcement and encouragement with students.
3. Cooperates with fellow teachers, administrators and other staff to maintain a positive school and system climate.
4. Listens and respects the opinions of other staff.
5. Communicates effectively with staff and parents.
6. Fosters tolerance and understanding of ethnic, cultural, racial and religious differences.

E. Professional Responsibilities:

1. Participates in curriculum development or review.
2. Improves and maintains professional competence through in-service, formal course work and readings.
3. Shares ideas, materials and methods with colleagues.
4. Protects confidentiality of information about pupils.
5. Utilizes rescribed district and association channels for solving problems or grievances in a constructive manner.
6. Uses oral and written English correctly in the exercise of the professional assignment.
7. Accepts, considers and uses suggestions and criticsms in a responsive mannger.
8. Cooperates in the development and support of school and system policies.

F. Personal:

1. Sets a strong example of good hygiene, manners and self-control.
2. Displays a personal interest in students as individuals.
3. Maintains good humor, enthusiasm, initiative and integrity with students, staff and parents.
4. Cooperates with administrators, staff members, parents and pupils in developing and supporting school activities.

G. Other duties assigned by the Principal.

Locator:

BARNSTABLE

JOB DESCRIPTION

Title: Middle School Teacher

Qualifications:

1. Possesses appropriate certification and degree(s).
2. Has a knowledge of children based on both formal learning and/or practical experience.
3. Such alternatives to the above qualifications as the School Committee may find appropriate and acceptable.

Reports to: Principal

Job Goal:

In a class environment favorable to learning and personal growth:

1. To help students learn subject matter, skills, attitudes and appreciations that are appropriate to their individual needs and levels of learning, and which will contribute to their development as mature, able and responsible men and women.
2. To discover and develop students' special talents.

Performance Responsibilities:

A. Understands Child Growth and Development:

1. Maintains responsibility for relating teaching methods and materials to the growth and development of middle school students.
2. Considers the interest level and attention span of middle school students in all learning activities.
3. Makes allowances for potential differences in intellectual, maturity levels in learning activities within class groups.
4. Recognizes symptoms of vastly superior and inferior pupil performance and seek appropriate referrals.
5. Demonstrates the use of a vocabulary appropriate to middle school students.
6. Uses known social, physical, mental and emotional traits as a basis for learning and teaching.
7. Displays initiative and creativity in providing learning activities.

B. Planning and Evaluating Student Learning:

1. Plans for a long range and short range instructional program consistent with school/team/system curriculum.

a) Long Range - Units to be covered for the year
Approximate time frame
General outcomes (goal) for each unit

b) Short Range - Objectives for present unit
Weekly plan of objectives and activities

2. Develops a one day lesson plan for substitute (activities or skills).

3. Diagnoses learning needs of students using appropriate instruments.

4. Uses results of unit or weekly assessments to continue or modify student learning and teacher plans.

5. Provides instruction in those skills and processes necessary for learning the subject being taught.

6. Takes care to inform students of long range and weekly goals or objectives.

7. Insures clear, objective and timely reports are offered to students and parents of student progress.

8. Keeps appropriate records, administers and uses standardized tests and prepares progress reports.

9. Uses outside assignments to enrich and/or reinforce curriculum objectives.

C. Classroom Management:

1. Organizes the physical environment to provide for the basic comfort, health and safety of students.

2. Provides climate conducive to the lesson(s).

3. Encourages students to assist in the development of positive, reasonable, consistent rules of classroom behavior or self-discpline.

4. Conducts the routine and clerical chores with efficiency, accuracy and promptness.

5. Cooperates with the team(s) in sharing space and materials.

6. Uses the instructional program, where appropriate, to encourage citizenship and responsibility.

7. Manages full use of class time for instruction/learning.

8. Uses community resource, where appropriate.

9. Solicits appropriately, the help of parents, resource staff and administrator(s) as aids to classroom management.

D. Interpersonal Relationships:

1. Demonstrates and reinforces mutual respect among students.

2. Uses positive reinforcement and encouragement with students.

3. Cooperates with fellow teachers, administrators, and other staff to maintain a positive school and system climate.

4. Listens and respects the opinions of other staff.

3 5. Communicates effectively with staff and parents.

6. Fosters tolerance and understanding of ethnic, cultural, racial and religious differences.

E. Professional Responsibilities:

1. Participates in curriculum development or review.

2. Improves and maintains profressional competence through in-service, formal course work and readings.

3. Shares ideas, materials and methods with colleagues.

4. Protects confidentiality of information about pupils.

5. Utilizes prescribed district and association channels for solving problems or grievances in a constructive manner.

6. Uses oral and written English correctly in the exercise of the professional assignment.

7. Accepts, considers and uses suggestions and criticisms in a responsive mannger.

8. Cooperates in the development and support of school and system policies.

F. Personal:

1. Sets a strong example of good hygiene and self-control.

2. Displays a personal interest in students as individuals.

3. Maintains good humor, enthusiasm, initiative and integrity with students, staff and parents.

4. Cooperates with administrators, staff members, parents and pupils in developing and supporting school activities.

5. Uses good judgement in the exercise of authority.

G. Other duties assigned by the Principal.

Locator:

BARNSTABLE

JOB DESCRIPTION

Title: High School Teacher

Qualifications:

1. Possesses appropriate certification and degree(s).
2. Has a knowledge of children based on both formal learning and/or practical experience.
3. Such alternatives to the above qualifications as the School Committee may find appropriate and acceptable.

Reports to: Principal.

Job Goal:

Provides maximum academic learning opportunities for students according to each student's ability, interest and motivation. Also cultivates and emphasizes through various activities, the traits necessary to promote good citizenship along with productive social behavior.

Performance Responsibilities:

A. Understands Child Growth and Development:

1. Relates materials, methods, assignments and activities to the learning level of the students in the class.
2. Considers the interestsof the student in the age of adolescence.
3. Makes allowances for the potential differences in intellectual and maturity level of the class group.
4. Demonstrates the use of vocabulary appropriate to high school students.
5. Recognizes the symptoms of vastly superior and inferior pupil performance and seeks appropriate referral(s).
6. Uses known social, physical, emotional and intellectual traits of students as a basis for learning and teaching.
7. Displays initiative and creativity in providing learning activities.

B. Planning and Evaluating Student Learning:

1. Plan for a long range and short range instructional program consistent with school/team/system curriculum.
    - a) Long Range - Units to be covered for the year
        - Approximate time frame
        - General outcomes (goal) for each unit
    - b) Short Range - Objectives for present unit
        - Weekly plan of objectives and activities
2. Develops a one day lesson plan for substitute (activities or skills).

3. Diagnoses learning needs of students using appropriate instruments.
4. Checks student learning regularly in order to adjust teaching plans according to results.
5. Instructs students in those skills and processes necessary for learning the subject being taught.
6. Takes care to inform students of long range and weekly goals or objectives.
7. Insure clear, objective and timely reports are offered to students and parents of student progress.
8. Defines clearly the students responsibilities.
9. Use outside assignments to enrich and/or reinforce curriculum objectives.
10. Relate student evaluation to course and unit objectives.

C. Classroom Management:

1. Cooperates with colleagues in sharing space and materials.
2. Organizes the physical environment to provide for basic comfort, health and safety of students.
3. Defines and maintains clearly stated social-behavioral expectations, while stressing self-discipline.
4. Conducts routine chores with accuracy, promptness and efficiency.
5. Teaches students how to study, manage their time and develop good work habits.
6. Develops a responsible student attitude toward obligations, deadlines, and attendance.
7. Teaches students to share and value resources, books and equipment made available to them.
8. Encourages the development of leadership qualities in students.
9. Manages and uses class time for instructional purposes.
10. Solicits appropriately, the help of parent(s), resource staff and administrators as aids in classroom management.

D. Interpersonal Relationships:

1. Demonstrates and reinforces mutual respect among students.
2. Uses positive reinforcement and encouragement with students.
3. Cooperates with fellow teachers, administrators and other staff to maintain a positive school and system climate.
4. Listens and respects the opinions of other staff.
5. Communicates effectively with staff and parents.
6. Fosters tolerance and understanding of ethnic, cultural, racial and religious differences.

E. Professional Responsibilities:

1. Participates in curriculum development or review.
2. Improves and maintains professional competence through in-service, formal course work and readings.
3. Shares ideas, materials and methods with colleagues.
4. Protects confidentiality of information about pupils.
5. Utilizes prescribed district and association channels for solving problems or grievances in a constructive manner.
6. Uses oral and written English correctly in the exercise of the professional assignment.
7. Accepts, considers and uses suggestions and criticsms in a responsive manner.
8. Cooperates in the development and support of school and system policies.

F. Personal:

1. Sets a strong example of good hygiene and self-control,
2. Displays a personal interest in students as individuals.
3. Maintains good humor, enthusiasm, intitiative and integrity with students.
4. Cooperates with administrators, staff members, parents and pupils in developing and supporting school activities.
5. Uses good judgement in the exercise of authority.

G. Other duties assigned by the Principal.

PHASE III

ON NOTICE OF EMPLOYMENT STATUS

Phase III or on notice is a totally separate process from the professional growth process. It is designed to deal with those people with whom the school system has specific concerns of a serious nature relative to withholding increments or dismissal.

This phase would involve clearly that as soon as concerns become apparent to the supervisor relative to unsatisfactory performance on the part of a staff member, a formal letter is directed to the person involved indicating the following:

1. That they have been removed from the formal evaluative process and are now involved in Phase III or on notice process.
2. That following receipt of this letter, a conference be set up with the supervisor and the person in Phase III to clearly establish those areas of concern on which immediate attention should be placed.
3. That included in this conference or subsequent conferences will be what resources or plans are presented to the individual to help them improve their performance.
4. That a timetable be developed specifically tailored to the situation presenting itself between the administrator and the person under notice as to the frequency of conferencing and discussing the items of concern.
5. That the process of growth or non-growth of that individual be recorded and reported according to this timetable. Clearly if the individual does respond to the matters of concern to the satisfaction of the supervisor involved, a letter should be forwarded to the Superintendent of Schools and the individual indicating that they have been removed from Phase III and are now

back into the professional growth evaluative process. In the event of failure to achieve the desired results, that according to the timetable were to be demonstrated, a letter will be sent to the Superintendent and that individual stating that a recommendation will be made asking that increments and/or dismissal process begin immediately. This terminal time should be established for non-tenure teachers prior to April 1 for the academic year and for tenure teachers as outlined in the general laws relating to dismissal.

6. That "no tenure teacher will be discharged, disciplined, reprimanded, reduced in rank or compensation, or deprived of any professional advantage without just cause. Tenure law shall be the exclusive recourse for teachers whose employment is terminated. Tenure used in this paragraph shall not apply to coaching positions, department heads, or extra-curricular activity advisors."
7. Phase III documents will remain in a teacher's file for a period of eight (8) years.

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Phase 3

BARNSTABLE PUBLIC SCHOOLS ______________________

SCHOOL

FOR TEACHER'S CONFIDENTIAL FILE:

(1. Copy for Personnel File)
(2. Copy for Teacher)
(3. Copy for Supervisor) ______________________

DATE

____

Name of Teacher

As of ______________________ you are placed in Phase 3, according to
Date
the regulations. The original copy of this notice will be placed in your Confidential File.

You are further advised that you may place in your file written matter relating to the notice that you desire to discuss in writing. Each personnel file is maintained in the Office of the Superintendent and is open for inspection by you upon proper notice.

Reason (s) For Phase 3 Placement:

Your signature indicates you have read this notice and have received a copy.

______________________ ______________________

Signature of Teacher **Signature of Principal**

REVISED TENURE STAFF EVALUATION

Educator's Name ____________ School ____________ Grade/Subject ____________

This form may be completed jointly between the supervisor and staff person or by the evaluator if not self-evaluation. A maximum of six job targets should be developed (see Evaluation Manual). Job Targets should be categorized as Professional, Instructional and/or Personal.

School/Department/Team Goals Rec'd ___ Not Rec'd ___

Priority	Targets Developed	Strengths

Achievement of Targets

Evaluator's Signature ____________ Date ____________

Educator's Signature ____________ Date ____________

Educator's Signature ____________ Date ____________

Educator's Signature ____________ Date ____________

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BARNSTABLE PUBLIC SCHOOLS GBI

Teacher Evaluation Report - Non-tenure Staff

Teacher's Name ____________________ Evaluation & Date ________________
School ____________________________ Grade or subject _________________
Evaluator _________________________

Supervisors should specify "strength" and "goals for growth" on this side of this form in the space provided. Where improvement is needed areas should be clearly set forth and specific recommendations should be made to cause improvement. Growth demonstrated in "goals" noted on previous evaluations should be included in "strengths" area. (See Barnstable Public Schools Policy and Regulations for Teacher Evaluation.)

Strengths:

Goals for Growth:

Recommendation: (x)
__________ Recommend
__________ Recommend as acceptable with reservations
__________ Do not recommend

Classification:
__________ First year in Barnstable
__________ Second year in Barnstable
__________ Third year in Barnstable
__________ To Tenure

Signed ____________________________

Signed ____________________________

BARNSTABLE PUBLIC SCHOOLS

November, 1978

ADMINISTRATOR EVALUATION

PURPOSE:

To encourage professional growth of the administrative staff, as it relates to the individual's performance and personal needs and to improve programs for students appropriate to the position.

PROCESS:

The major thrust of the evaluation program is to encourage a sincere self-evaluation of the individual so as to encourage a commitment to the growth process.

Self-evaluation is optional on the part of the administrator.

The evaluator shall retain sole right to the evaluation process should the administrator not choose to participate.

By October 15 of each school year, the administrator will submit his job targets to the appropriate evaluator.

By November 15 of each school year, the appropriate evaluator will meet with the administrator.

The final job targets should be finalized by November 30.

A meeting will be held with each evaluator during January and February to monitor job targets.

A final evaluation will be held by June 15.

An administrator may solicit interim conferences at any time to discuss alterations or modifications in the job targets.

Administrators should, in most cases, not exceed a maximum of six targets.

INSTRUMENTS:

Administrator should place prime emphasis on the appropriate job description.

Administrator should also be cognizant of system, school and/or program goals.

The final evaluation should cite effective performance and strengths of the administrator as well as relationship of target achievement.

MONITOR:

Job targets should contain performance criteria.
By whom, by when, what outcomes intended, how demonstrated - (evidence).

TYPES OF JOB TARGETS:

1. Personal.
2. Program.

Process and product, if appropriate.

FORM:

A series of typed reports shared with the evaluator and the evaluatee.

The final form to be so designated and signed by both parties.

SIGN:

The affixing of the administrator's signature will indicate an opportunity to review evaluation and does not necessarily indicate agreement. The administrator may file a written answer to the evaluation to be placed in his/her file.

ADMINISTRATOR	EVALUATOR
All Principals	Superintendent of Schools
Director, Pupil Services	Superintendent of Schools
Assistant Principals	Principal
Deans	Principal/Designee
Audio-Visual Coordinator	Assistant Superintendent
Athletic Director	Shared -)H.S. Principal Assistant Superintendent)M.S. Principal
Elementary Curriculum Director	Assistant Superintendent
Assistant Superintendent	Superintendent
Business Manager	Superintendent
Superintendent	School Committee

BARNSTABLE

TEACHER EVALUATION - SHARED PERSONNEL

REGULATIONS

Some personnel in the school system are, by the nature of their positions, faced with a dual responsibility. This regulation is presented to describe procedures for such personnel serving program directors and building principals.

The components of such positions usually become program and management functions.

This regulation attempts to procedurally cause all persons charged with the evaluation of an individual to consult as equals prior to the evaluation of the individual.

The two roles described are Designated Evaluator and Co-evaluator.

Designated Evaluator:

This person shall consult with all others sharing in the evaluative procedure. This person should also initiate the evaluative process, call meetings and/or consult with other evaluators. Share evaluations with other evaluators prior to giving or sharing in evaluation with the individual.

Co-evaluator:

Does not initiate the evaluation procedure but shares equally in its development.

If the designated evaluator and the co-evaluator do not agree, they should seek to reconcile their differences with the Superintendent or his designee.

In the case of an individual staff person wishing to develop a self-evaluation, this person should meet with the designated evaluator.

All other applicable evaluation procedures should apply.

Specifically:

Designated Evaluator:

1. Must consult with all co-evaluators prior to evaluation.
2. Must submit evaluation to co-evaluator(s) prior to meeting with evaluator.
3. Shall initiate and be responsible for evaluation procedures.
4. May refer issues to next level.

Co-evaluator:

1. Has a right to be at the meeting with evaluatee.
2. May refer issues to the next level.

Evaluatee:

1. Should only have a maximum of six targets.
2. May seek clarification from any evaluator either designated or co-evaluator(s).

BARNSTABLE

Program	Designated Evaluator	Co-Evaluator
Title I	Title I Director	Principal(s)
Nurse	Supervisory Nurse	Principal(s)
Resource Teacher	Principal	Director, P.P.S.
Elementary Counselor	Principal	Director, P.P.S.
Librarian (High School)	A.V. Coordinator	Principal
Librarian (Middle School)	A.V. Coordinator	Principal
Librarian (Elementary School)	A.V. Coordinator	Principal(s)
Supervisory Nurse	Director, P.P.S.	School Physician
Special Class Teacher	Principal	Director, P.P.S.
Title I Director	Director, P.P.S.	Principal(s)
Music (Itinerant)	Department Chairperson	Principal(s)
Art (Itinerant)	Department Chairperson	Principal(s)
Physical Education (Itinerant)	Department Chairperson	Principal(s)
Industrial Arts (Middle School)	Department Chairperson	Principal
Home Economics (Middle School)	Department Chairperson	Principal
Music (Middle School)	Department Chairperson	Principal
Art (Middle School)	Department Chairperson	Principal
Physical Education (Middle School)	Department Chairperson	Principal
Speech/Hearing	Director, P.P.S.	Principal(s)
Department Chairperson (K-12)	Curriculum - Secondary	Curriculum -Elementar
Athletic Director	Assistant Superintendent	High School/ Middle School Principal

February, 1978

BARNSTABLE

POLICY ON COACHES EVALUATION

1. Two weeks prior to the start of the sports season, head coaches are requested to submit to the Director of Athletics a written format of what their expectations are in regard to the forthcoming season; such things as their tentative practice schedule, their philosophy, goals, and objectives are included in this report. This is a tool to make sure that the coach has a game plan for the upcoming season.
2. At the end of their respective sports seasons, head coaches will evaluate their assistants using the Coaches Evaluation Report. Head coaches will be evaluated by the Director of Athletics. All evaluations will be reviewed by the Building Principal and Coordinator of Athletics.
3. Coaches will be re-elected annually.
4. When a new head coach is elected, he will have the option of reviewing existing assistant coaches and making recommendations as to his staff.

Adopted: July 30, 1973

BARNSTABLE

GBIC (Form)

BARNSTABLE PUBLIC SCHOOLS

Coaches Evaluation Report

Coach's Name ______________________________ Evaluation & Date ______________

School ______________________________ Sport & Position ______________

Evaluator ______________________________

Supervisors should specify "strengths" and "goals for growth" on this side of this form in the space provided. Where improvement is needed, areas should be clearly set forth and specific recommendations should be made to cause improvement. Growth demonstrated in "goals" noted on previous evaluations should be included in "strengths" area.

On the reverse side is a listing of expectations of coaches which are assumed to be satisfactory unless noted below.

Strengths:

Goals for Growth:

Recommendation (x)

___ Recommend with enthusiasm

___ Recommend with confidence

___ Recommend as acceptable with reservations

___ Do not recommend

Classification:

___ year in Barnstable

Signed ______________________________

Signed ______________________________

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BARNSTABLE PUBLIC SCHOOLS

Expectations of Coaches

The coach has self-control, tact, poise, initiative and a sense of humor.

The coach is prompt, loyal and enthusiastic.

The coach cooperates with administrative officers, other school personnel, other personnel in the system and with parents.

The coach is accurate and prompt with required administrative forms.

The coach maintains strong interest in students.

The coach accepts constructive criticsm.

The coach responds to and complies with suggestions.

The coach maintains good relations with the community.

The coach plans for the preparation of practice schedules and game plans.

The coach provides for and plans for the "whole" child growth and development.

The coach cares for school property.

The coach maintains a good pupil-teacher rapport.

The coach presents material and instruction in a way calculated to motivate pupils and their needs.

The coach provides for individual differences.

The coach motivates pupil interest and pupil participation.

The coach shows interest in the adjustment of pupils.

The coach strives to create and maintain good work study habits in his pupils.

The coach uses a wide range of supplementary materials.

The coach is aware of and pays attention to all health and safety factors of his pupils.

The coach maintains a professional awareness of coaching method changes and new materials.

EVALUATION AND SUPERVISION

A. Non-Tenure Teachers

1. Each non-tenure teacher shall receive a Staff Progress Report three times a year, normally every three months.

2. An Annual Report of Teacher Effectiveness will be made prior to February 15 each year for every non-tenure teacher. Each teacher shall receive a copy of his report and have the right to discuss the report with his superior and submit his own comments within ten days. It is expected that the evaluator will have conferred periodically with the teacher concerning his progress before the submission of the Annual Report of Teacher Effectiveness.

3. The Annual Report of Teacher Effectiveness will be based upon Evaluation Criteria.

4. The Committee encourages continual peer observation-supervision at all levels for the purpose of mutual sharing, developing and examining of teaching styles, approaches and techniques.

5. When it becomes necessary to engage teachers in the formal evaluative process (by request from evaluators or the teachers being evaluated), then the following formula should be used:

    a. In the High School, the consensus of the teacher's department shall determine the selection of one peer evaluator, and the consensus of the teacher's house shall determine the selection of additional peer evaluators.

    b. In the Elementary Schools, the teacher involved in peer evaluation will be determined by a consensus of the building faculty; or, in the case of seventh and eighth grade specialist, by a consensus of the Town-Wide Deparment.

    c. In both cases the number of peer evaluators and administrators shall be equal.

6. The Committee endorses the concept of student-teacher interaction and encourages teachers to actively seek and use student evaluation.

7. Annual Reports and Progress Reports must be submitted by principals in the Elementary Schools and by department chairmen in the High School (in cases where there is no department chairman, by the Director of Instruction). Annual Reports and Progress Reports may be submitted by Directors of Instruction, Housemasters, Headmaster and/or the Director of Personnel.

8. A teacher who is not serving at the discretion of the Committee (i.e., a non-tenure teacher) shall be notified, in writing, on or before April 15th if he is not to be employed for the following school year.

B. Tenure Teachers

1. Teaching criteria for the tenured teacher is the same as for the non-tenured teacher.

2. An Annual Report of Teacher Effectiveness will be made prior to May 1st of each year for every tenured teacher. Each teacher shall receive a copy of his report and have the right to discuss the report with his superior and submit his own comments within 10 days.

3. The Annual Report of Teacher Effectiveness will be based on the Evaluative Criteria.

4. The Committee endorses continual peer observation-supervision at all levels for the purpose of mutual sharing, developing and examining of teaching styles, approaches and techniques.

5. When it becomes necessary to engage teachers in the formal evaluative process (by request of either evaluators or the teacher being evaluated), then the following formula should be used:

   a. In the High School, the consensus of the teacher's department shall determine the selection of one peer evaluation, and the consensus of the teacher's house shall determine the selection of additional peer evaluators.

   b. In the Elementary Schools, the teacher involved in peer evaluation will be determined by a consensus of the building faculty or, in the case of the seventh and eighth grade specialists, by a consensus of the Town-Wide Department.

   c. In both cases, the number of peer evaluators and administrators will be equal.

   d. Supervisors and Evaluators always have the possibility of initiating a request for another evaluator (administrator or peer).

6. The Committee endorses the concept of student-teacher interaction and encourages teachers to actively seek and use student evaluation.

7. Annual Reports of Teacher Effectiveness must be submitted by principals in the Elementary Schools and by department chairmen in the High School (in cases where there is no department chairman, by the Director). Annual reports may be submitted by Directors, Housemasters, Headmaster and/or the Director of Personnel.

8. In the evaluative process, Staff Progress Reports may be used if desired.

9. The Committee encourages self-evaluation by teachers. The mechanism for this might be either a checklist filled out by the teacher or an Annual Report of Teacher Effectiveness completed by the teacher. Self-Evaluation can be requested by either the teacher or the supervisor. It may be followed up by a conference if it is desired by either party.

B. Tenure Teachers (continued)

10. It is strongly suggested that Supervisors provide for visitations by teachers within departments, among departments, and among buildings and other school systems. Also Supervisors are encouraged to provide In-Service Workshop for teachers.

C. Evaluation of Administrators, Tenure and Non-Tenure

1. Annually there will be a written exchange between each Principal (Headmaster) and Director. This communication should serve to help each one understand how the other perceives his performance. This communication will not be part of the personnel record. A similar exchange will occur between each Department Chairman and Housemaster.

2. The Superintendent or his designate will have an annual conference for the purpose of evaluation with the Principals, Directors, Headmaster, Coordinator of Pupil Personnel Services, Assistant Superintendents and Director of Personnel.

3. Each staff member will complete annually a prescribed evaluation form in the following cases.

    a. In the High School, all teachers will evaluate their department chairman, and in cases where there is no chairman, their respective director.

    b. In the elementary schools, all teachers will evaluate the building principal, and subject matter specialists will evaluate their respective directors.

These evaluation forms will be signed, placed in sealed, signed envelopes, and given to the Faculty Senator of the department or building. The Faculty Senator will be responsible for determining that all forms have been submitted, and then he will sort the forms according to administrator and send them directly to the Director of Personnel. The Director of Personnel will compile them and send a copy of the compilation, and the original forms, to the administrator who is being evaluated. The compilation will become part of the personnel folder and will be a factor in the appraisal of the administrator.

4. Any staff member may submit a report to the Director of Personnel at any time during the school year. This report should be signed by the sender and by the person concerned and the latter should receive a copy.

5. Headmaster will have an annual evaluation conference with each department chairman and housemaster.

D. The School Committee reserves the right to withhold a salary increment from any teacher who has not performed in a satisfactory manner. If a teacher is at the maximum of his preparation column and has not performed in a satisfactory manner, the School Committee reserves the right to withhold any salary increase.

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ANNUAL REPORT OF TEACHER EFFECTIVENESS

TEACHER______________SCHOOL______________GRADE/SUBJECT______________

Please comment on the following areas. You may attach additional pages if needed. Please refer to Evaluative Criteria.

I. CLASSROOM (Especially in regard to interaction between teacher and student, as well as content).

II. STUDENT RELATIONSHIPS (Non-classroom)

III. STAFF RELATIONSHIPS

IV. OTHER

Recommendation:

Date__________SIGNATURE____

I have read this report
Date__________TEACHER'S SIGNATURE________________________________

Teachers are encouraged to supply comments and response on the rear of this form

HUB BUSINESS FORMS CO., INC. (617) 965-5900
NEWTONVILLE, MASS. 02160 - (617) 965-4890

THE PUBLIC SCHOOLS OF BROOKLINE

STAFF PROGRESS REPORT

Teacher ______________________

School ______________________

Date ______________________

Evaluator's Comments:

____
Evaluator's signature

Teacher's Comments:

Date ______________________

____
Teacher's signature

THE PUBLIC SCHOOLS OF BROOKLINE, MASSACHUSETTS

EVALUATIVE CRITERIA

The teacher's central role in the schools is his/her performance in the teaching task. The teacher has responsibilities outside the classroom that should be taken into account in an evaluation. Certainly, the teacher should be competent in what he/she teaches. His/her character traits should be pleasant, positive, and worthy of emulation, but evaluative criteria are based on professional judgment centered on sound evidence of professional performance. His/her major professional contribution, however, is measured primarily as it effects his/her students in the classroom.

The following statements have been developed to identify some characteristics of exceptional teaching, to stress the image of the kind of teacher wanted for boys and girls of Brookline and to serve as an aid for teacher self-evaluation and growth. This series of statements is by no means exhaustive. In order to establish a standard upon which all members of the professional staff of the Brookline Public Schools can work cooperatively to improve instruction the following areas of competence have been identified.

Recognition is given to the National Iota Council whose research and guidelines formed the basis for our work.

I. The Director of Learning

The primary role of the teacher is that of director of learning. The teacher must plan, implement and evaluate programs which facilitate learning. These three broad, yet overlapping, areas encompass a multiplicity of competencies.

A. Plans learning activities and includes in this planning:
   1. Generally accepted theories of learning.
   2. Results of appropriate diagnostic measures.
   3. Short-term and long-range curricular goals.
   4. Philosophy of the school.
   5. Perceived needs of both individual students and the group.

B. Implements.
   1. Is sensitive to individual differences.
   2. Displays a broad comprehensive knowledge of his subject.
   3. Promotes class activity related to the objectives of the lesson.
   4. Provides appropriate practice and drill.
   5. Encourages students to think.
   6. Uses a variety of resources and materials.
   7. Makes assignments appropriate to the course goals.
   8. Stimulates and motivates.
   9. Provides a classroom conducive to learning
      a. Physical attributes.
      b. An atmosphere which maintains a balance between freedom and security.

10. Makes students aware of goals and how a lesson fits into the overall organization.

11. Provides clear explanations.

12. Understands students' asked and unasked questions and helps students find clarification.

C. Evaluates.

1. Assists students in assessing their progress towards achievement of goals.

2. Provides appropriate evaluation devices on a regular basis and uses these:

    a. To provide the basis for reporting students' progress.

    b. To modify and improve instruction.

3. Seeks imput from students relative to merits of techniques and programs.

4. Constantly examines the effectiveness and appropriateness of his/her techniques.

II. The Counselor and Advisor

The teacher should recognize that a student's emotional development directly effects his/her academic growth. A teacher, therefore, should try to meet a student's emotional and social needs to facilitate that growth.

A. Serves the student as an individual.

    1. Recognizes children as individuals.

    2. Maintains effective communications with student's home.

    3. Works to establish good rapport with students.

    4. Uses student's previous and current teachers as resources.

    5. Helps each student to identify his/her strengths, weaknesses.

    6. Helps students establish realistic goals.

    7. Helps student increase his/her self worth.

    8. Helps students see value of independent activities.

B. Serves the student as a group member.

    1. Helps each student interact effectively in groups.

    2. Helps student adapt to and socialize within classroom environment.

    3. Creates classroom atmosphere which encourages acceptance of others' rights to have different attitudes and values.

    4. Helps children recognize value of his/her own uniqueness.

C. Works effectively with Pupil Personnel Services.

    1. Consults with Pupil Personnel Services staff members.

    2. Utilizes existing information on individual students.

    3. Helps identify and plan for children who need specialized services.

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III. The Mediator of Culture

The teacher helps students acquire the values accepted in our democratic society.

A. Assists students to understand and respect their cultural heritage and encourages the student to develop a sense of ethnic pride.

B. Encourages students to understand and respect other cultures and to improve his/her own background knowledge and experience with various cultures.

C. Is aware of the diverse cultural backgrounds of the students.

   1. Accepts and values differing forms of expression.

   2. Arranges for common experiences to meet the needs of all students and develop wholesome attitudes toward cultural differences.
   3. Selects and uses a wide variety of instructional materials which positively portray social and ethnic monorities.

D. Demonstrates skill in enhancing multi-cultural relationships.

   1. Helps students to become effective group members, in culturally diverse groups.

   2. Encourages students to reason in order to help them to eliminate stereotyping and biases.

   3. Creates situations where students participate in cross-cultural interaction.

   4. Consciously avoids making culturally-biased judgments and statements.

   5. Maintains classroom environment illustrating multi-cultural influence.

   6. Utilizes community resources and activities to expand multi-cultural experiences.

IV. Member of the Staff

The responsibilities of a teacher are broader and more inclusive than those of each specific subject taught. As a member of the total School community the teacher should share the responsibilities for accomplishing the objectives of the school.

A. Shares in the development of the over-all objectives of the school.

B. Participates in the policy development of student and teacher welfare.

C. Participates in forming policy and developing curriculum.

D. Shares the responsibilities for the supervision of students outside the classroom during the school day.

E. Participates in the planning and guidance of extra curricular student activities.

F. Is receptive to sharing ideas, suggestions and resources with others.

G. Attempts to promote good relationships with the entire staff.

V. The Liaison With The Community.

The teacher has a responsibility to be an effective liaison with the community.

A. Encourages and initiates parent conferences.

B. Encourages parents to visit classes and school events.

C. Answers communication with parents promptly.

D. Supports parent teacher groups.

E. Communicates the school's program and policies to the community.

F. Keeps parents and public informed about school activities.

G. Elicits adult cooperation in utilizing available community resources.

H. Shares appropriate student activities (theatrical, musical productions, etc.) with the community.

VI. The Teacher As A Professional

The competent teacher has a responsibility to seek improvement in professional self- growth. He/she strives to support and improve, where possible, the teaching profession.

A. Seeks to improve educational procedures and competencies within the classroom.

B. Assumes responsibility for professional self-evaluation.

C. Acts upon input from supervisors, peers, students, and parents to upgrade classroom practices.

D. Carries out the educational goals and ethics of the system.

E. Assists others in the profession when the opportunity arises.

WCS
1976

EVALUATION OF SUPERVISOR/BROOKLINE PUBLIC SCHOOLS

Name of Supervisor ______________________ School ______________________

Directions: Please read each question carefully. Circle the number that most nearly reflects your opinion using one (1) as the most positive opinion and four (4) as the most negative opinion.

If you desire, provide additional comment on line below the question.

1 2 3 4 (1) Do you find talking with your supervisor a positive experience?

____

1 2 3 4 (2) Is your supervisor easy to get along with? ______________________

____

1 2 3 4 (3) Does your supervisor welcome your suggestions? ______________________

____

1 2 3 4 (4) Is your supervisor as willing to compliment you for good work as he is to find fault with your mistakes? ______________________

____

1 2 3 4 (5) When you make a mistake, does your supervisor - - in a constructive way - - discuss it with you? ______________________

____

1 2 3 4 (6) Does your supervisor realize the problems and difficulties that confront you in carrying out your responsibilites? ______________________

____

1 2 3 4 (7) When you talk with your supervisor do you feel that an honest exchange of ideas is possible? ______________________

____

1 2 3 4 (8) When your supervisor gives instructions to you, do they seem sound? ______

____

1 2 3 4 (9) When your supervisor gives you instructions, are they clearly stated? ______

____

1 2 3 4 (10) When you are dealing with your supervisor on a problem, does he have the ability to ask questions which get at the heart of the matter?____________

____

1 2 3 4 (11) Does your supervisor usually let you know how you are doing? ____________

____

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Evaluation of Supervisor/Brookline Public Schools (Cont'd)

1 2 3 4 (12) When you complain about something to your supervisor, does he listen and discuss the matter in a fair, logical way?

1 2 3 4 (13) When you want to see your supervisor, is he available?

1 2 3 4 (14) Can you depend on your supervisor to keep his commitments?

1 2 3 4 (15) Is your supervisor decisive?

1 2 3 4 (16) Does your supervisor generally inform you in advance of impending changes that affect you?

1 2 3 4 (17) Does your supervisor admit it when he is wrong?

1 2 3 4 (18) Does your supervisor serve as a resource of current practices and trends in his area of expertise?

1 2 3 4 (19) Does your supervisor allow you an opportunity to participate in staff meetings?

1 2 3 4 (20) Does your supervisor encourage a full range of opinions at staff meetings?

1 2 3 4 (21) Are your supervisor's meetings informative?

1 2 3 4 (22) Is the agenda for staff meetings wisely selected?

1 2 3 4 (23) Does your supervisor assist you in effecting a solution in dealing with disciplinary problems?

1 2 3 4 (24) Does your supervisor provide materials and equipment that has been agreed upon by both of you?

1 2 3 4 (25) Does your supervisor encourage your initiative in innovation?

1 2 3 4 (26) Does your supervisor see that curriculum is reasonably adhered to without stifling innovation?

1 2 3 4 (27) When innovation is attempted, does your supervisor help you to assess the project?

1 2 3 4 (28) Does your supervisor encourage you to assist in the evaluation of on-going projects? ____________________

1 2 3 4 (29) Does your supervisor assist you in solving difficulties with inter-personal relationships? ____________________

GENERAL COMMENTS

____

____

____

____

____

____

____
TEACHER'S SIGNATURE

If there are questions which you feel should have been asked but were not, please write them below and supply your answer.

W.C.S.

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THE PUBLIC SCHOOLS OF BROOKLINE, MASSACHUSETTS

PARENT COMMENT SHEET

Directions for Use: Parents wishing to comment on their child's school experience are invited to fill out the following comment sheet. Additional paper may be used. Although signatures are optional, parents are encouraged to sign the comment sheet in order to to allow communication between the parent and supervisor (or teacher) which is often constructive. After completing the comment sheet, parents may forward the sheet directly to the teacher or to the appropriate supervisor (principal, chairperson, or director). It should be remembered that both positive and negative comments about your child's school experience can be beneficial.

Date ______________________________

Teacher's Name ______________________________

Questions:

1. Do you have any general comments about your child's school experience?

2. Have you shared these comments with your child's teacher? How did the teacher respond?

3. Do you find it easy to communicate with your child's teacher? Explain.

4. If your child has had problems, how have they been handled?

5. Please use the space below for further comments you may have.

Signature ______________________________
(optional)

Approved 6/5/78
Brookline School Committee

STUDENT COMMENT SHEET - HIGH SCHOOL

Teacher's Name______________
Course______________________
Date________________________

This evaluation is designed to help teachers to plan courses and to improve the quality of their classes. To be used in this way, the questionnaire must be taken seriously. Please give careful consideration to your answers. Specific comments are most helpful.

Section I: Each question contains a statement. Consider the statement and decide where along the scale below the answer lies for you. Mark your response in the blank at the end of the statement. Space is provided below each question for optional comments.

1. STRONGLY AGREE with the statement
2. SOMEWHAT AGREE with the statement
3. NEITHER AGREE NOR DISAGREE with the statement—answer lies in the middle
4. SOMEWHAT DISAGREE with the statement
5. STRONGLY DISAGREE with the statement
6. DOES NOT APPLY to this course

1. The teacher appears to know the subject well. _____
   Comment ____
2. The teacher is well prepared for class. _____
   Comment ____
3. Class sessions are well organized. _____
   Comment ____
4. The teacher gives a clear explanation of the material. _____
   Comment ____
5. The teacher makes me feel free to ask questions, disagree, express ideas, etc. _____
   Comment ____
6. The teacher responds effectively to questions. _____
   Comment ____
7. The work outside of class is relevant to class sessions. _____
   Comment ____
8. The work required outside of class is appropriate in quantity _____ and quality _____
   Comment ____
9. The textbooks are a useful part of this course. _____
   Comment ____
10. The assigned reading helps me understand the subject matter of this course. _____
    Comment ____
11. The teacher is available for individual help. _____
    Comment ____
12. The teacher is interested in trying to help students. _____
    Comment ____

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-continued-

13. The teacher is fair and impartial in dealing with students. _____
Comment ____

14. The grading system is reasonable. _____
Comment ____

15. This course has increased my interest in the subject matter. _____
Comment ____

16. This course has made a real contribution to my knowledge and understanding. _____
Comment ____

Section II: Please check the response that most accurately reflects your answer.

1. Overall this course is: _____outstanding _____good _____fair _____poor.

2. Does the teacher teach this course at the appropriate level for you?
_____yes _____no, too simple _____no, too difficult

3. Why are you taking this course? _____like the subject _____school requirement
_____college requirement _____other (explain)
____

4. I do _____ all of my assignments
_____ most
_____ some
_____ none

Section III: Please use the space below for any additional comments you may have regarding the strengths, needs, recommendations for this course. Additional paper may be used.

Brookline School Committee
Approved 11/20/78

Signature _____________________
(optional)

TEACHER EVALUATION

I. INTRODUCTION

The Superintendent's Task Force on teacher evaluation is a representative group from the teaching and administrative staff of the Cambridge School Department. Active teacher participation is the central focus in the new evaluation model. Together we have undertaken to develop a process that takes a new look at evaluation practices and provides a practical, workable model that will be helpful to supervisor and teacher alike.

We are aware that the Cambridge teachers are desirous of improving their teaching skills and are constantly striving to grow professionally. Also, teachers deserve reinforcement for a job well done. The focus, therefore, should be for continuous growth where the teacher, as an active participant, works with the supervisor in a non-threatening setting to plan organizational and individual goals. The process should lead to professional growth and recognition of achievement. Evaluation should be seen as something done with teachers, not to them.

If the purposes of evaluation are to be achieved with professional competence and trust, inevitable differences between the supervisor-helper and the supervisor-judge must be addressed. We have examined many plans to answer this dilemma. No one evaluative formula has emerged as the answer to all the problems associated with staff evaluation. At this time the formative-summative plan outlined here appears to be the most practical and workable model.

Roles of the participants change significantly in comparison to the more traditional approaches. The person being evaluated becomes an active participant and helps shape the process to meet his/her own needs. The supervisor becomes less an evaluator and more a helper. The emphasis is upon meeting mutually defined objectives, not upon giving summative judgments.

The ultimate purpose of this evaluation process is to improve and maintain a high level of professional service for the students of the Cambridge Public Schools. This evaluation process focuses on:

* Improvement of instruction
* Professional growth of staff
* Encouragement of communication
* Mutual development of goals and objectives

* Self-evaluation
* Revitalization of initiative
* Recognition of achievement
* Coordination of personnel resources
* Personnel decision-making

CAMBRIDGE SCHOOL DEPARTMENT

EVALUATION PROCESS

Rev.7/79

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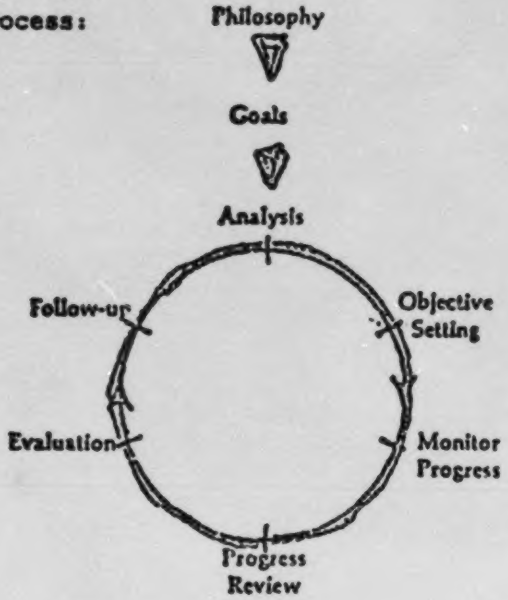
II. DEFINITION OF TERMS

The Evaluation Process may be Formative or Summative in nature. Formative Evaluation is a continuous process of providing information to encourage improvement. Summative Evaluation is a process designed to reach informed judgments and decisions.

Formative Evaluation Process:



A. Analysis

Prior to setting objectives the individuals involved conduct an analysis that includes such topics as job descriptions, district philosophy, goals and priorities, and an analysis of the teacher's past performance. After the analysis has taken place, the teacher and supervisor develop performance objectives which they will share at the objective setting conference.

B. Individual Pre-Evaluation Conference (Objective Setting Conference)

The Individual Pre-Evaluation Conference is a conference between the evaluator and evaluatee to discuss the objectives which will be focused upon during the ensuing evaluation cycle.

C. Monitoring and Data Collection

The focus of this activity is collecting data, not evaluating performance. Data can be collected in a variety of ways depending upon the objectives being pursued.

D. Progress Review Conference

Progress reviews are interim discussions which serve to check on the progress being made. Also they may serve to modify objectives if necessary.

E. Evaluation Conference

Presentation and interpretation of data take place at this time. Evaluation may be made by all participants, but evaluation must be in terms of previously agreed upon objectives.

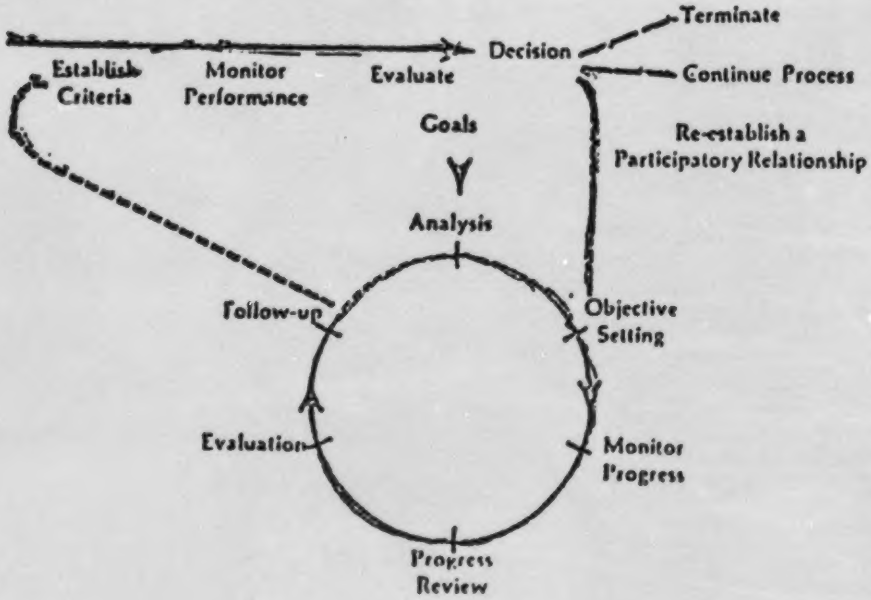
F. Follow-up

Various activities may be planned and carried out to reinforce gains made and to encourage continued progress. The process is continuous, and future conferences may be scheduled or objectives for a new cycle may be developed.

III. CONCEPTUAL DESIGN

As part of its work, the Task Force reviewed a variety of the existing literature relating to teacher evaluation. It was decided that the conceptual design presented in Effective Teacher Evaluation by Allen, Lyons and Reynolds was most suitable for our purposes. A brief summary of that concept follows.

The needs for teacher evaluation are usually both formative and summative in nature. While personnel judgments and decisions must be made in an educationally and legally sound manner, efforts should be focused upon the improvement of instruction and the professional growth of staff. A diagram of a Formative/Summative Process follows:



As may be seen, the Formative Evaluation Cycle diagrammed in the previous section is the major focus of this process. The six steps of the formative cycle are included as previously described. What differs in the approach is that a decision can be made to move out of the formative process into a summative evaluation. If it is determined that the teacher's performance continues to be unsatisfactory, regardless of the support provided in the formative cycle, a shift will be made to the summative mode by the evaluator. The shift is distinctive.

On the basis of this evaluation process, decisions can be made to terminate, to continue the summative process, or to return to the formative process. In all stages, relationships and purposes of the evaluation process should be clear to the evaluator and evaluatee.

IV. OUTLINE OF EVALUATION PROCESS FOR NON-TENURED TEACHERS TIME LINE

A. First 90 days of Employment in Cambridge School System

1. Cambridge School Department General Orientation — 1st week of school

New teachers will be invited to an orientation meeting prior to the opening of school at which time a brief overview of the evaluation process will be presented.

2. Building Administrator Orientation — Mid-Sept.

This step provides the opportunity for the building administrator and the new teachers to discuss:

Job Description
District Philosophy
Goals and Priorities of the school department and individual buildings

3. Small Group Meetings with Director/Coordinator/Curriculum Supervisor — By end of Sept.

All new teachers will meet with his/her curriculum advisor for an explanation of programmatical priorities.

4. Individual Pre-Evaluation Conference: — By mid Oct.

a. With building administrator
Evaluatee and building evaluator will discuss objectives (as in Form EV001 or EV001BPS) which will be focused upon during the first year of the evaluation cycle.

b. With Director/Coordinator/Curriculum Supervisor
Evaluatee will discuss objectives (as in Form EV001 or EV001BPS) which will be focused upon during this part of the evaluation cycle.

(a and b may be combined into one conference)

5. Monitoring/Data Collection and Progress Review Conference — Oct. to Nov.

The focus of this activity is collecting data, not evaluating performance. It includes use of monitoring log (Form EV002), classroom visitations, and individual progress review conferences

TIME LINE

6. Observation and Evaluation Conference — By Dec.15

a. This is first formal evaluation in which the evaluator uses Form EV001 or EV001 BPS.

b. Resulting from the evaluation using Form EV001, individual goals and objectives for future performance will be agreed upon by the evaluator and the evaluatee using Form EV003.

This step requires the evaluatee and the evaluator to discuss the objectives which will be focused upon during the ensuing evaluation cycle. The negotiation of the objectives is where and how the evaluation process becomes individualized. Most objectives will be quickly agreed upon. However, there may be some conflict because of initial disagreement about what objectives should be addressed. It is important that any conflict surface at this point so it can be resolved rather than remain hidden and surface later.

Following are some important points concerning objectives:

*The individual's objectives should be consistent with the school or school district goals.

*The number of objectives will vary, but should not exceed six.

*Objectives should be weighted to enable the person to properly allot time and effort.

*Objectives must be measurable or observable.

*Objectives must be related to the evaluatee's performance, not to the performance of others.

B. Next 18 Months

1. Second Half of First Year

a. Monitoring Data Collection and Progress Review Conference — Jan.&Feb.

The focus of this activity is collecting data, not evaluating performance. Monitoring performance and evaluating performance are two separate functions. During the objective setting conference, agreement is reached on the monitoring procedures to be used. Data can be collected in a variety of ways depending upon the objectives being pursued. In addition to the evaluator's monitoring, performance can be monitored in a variety of ways including self-evaluation, peer evaluation, and student evaluation. At the discretion of the evaluatee, and number of instruments and observation strategies can be employed. (See attached examples.) Mechanical devices such as audio and video tape recorders can be useful.

TIME LINE

Evaluatee Role: Between conferences it is important for the evaluatee to monitor his/her performance by collecting data. Good written records must be kept. Constant self-evaluation takes place. Optional formats are included as examples on pages 14-23.

Evaluator Role: The evaluator is responsible for monitoring as provided in the agreement. Classroom observations are made as agreed and other relevant data are collected. It is important that written records be kept.

b. Observation and Evaluation Conference — By Feb. 15

This is the second formal written evaluation of the first year in which the evaluator uses Form EV001 (EV001BPS).

This step also provides an opportunity to review progress and give encouragement concerning the goals and objectives formulated in December and specified on Form EV003.

c. Informal Follow-up — March-June

Continue support and encouragement as needed.

2. Second Year

a. Proceed in Formative Cycle (Building Administrator, Director, Coordinator, Curriculum Specialist)

The procedure at this time is to conduct a goal-setting conference (using EV003) followed by monitoring, data collection, and a Progress Review Conference.

...Goal-setting Conference EV003 — By Nov. 15

...Monitoring and Data Collection

...Progress Review Conference

If the evaluatee is having difficulty, it may be necessary at this time to inform him/her that the March 15 evaluation will be summative using Form EV001 (EV001BPS).

...Observation and Evaluation Conference — By Feb. 15

This is the formal written evaluation using Form EV004 (or EV001 if discussed previously) and must be submitted by March 15.

b. Informal Follow-up — March-June

Continue support and encouragement as needed.

TIME LINE

C. Third Year

1. Continue the Evaluation Process

a. Proceed in Formative Cycle (Building Administrator, Director, Coordinator, Curriculum Specialist)

The procedure at this time is to conduct a Goal-setting Conference (using EV003) followed by monitoring, data collection, and a Progress Review Conference.

...Goal-setting Conference EV003	By Nov.15
...Monitoring and Data Collection	
...Progress Review Conference	

If the evaluatee is having difficulty, it may be necessary at this time to inform him/her that the Feb. 15 evaluation will be summative using Form EV001 (EV001BPS).

...Observation and Evaluation Conference	By Feb.15

This is the formal written evaluation using Form EV004 (or EV001 if discussed previously) and must be submitted by February 15.

...Informal Follow-up	March-June

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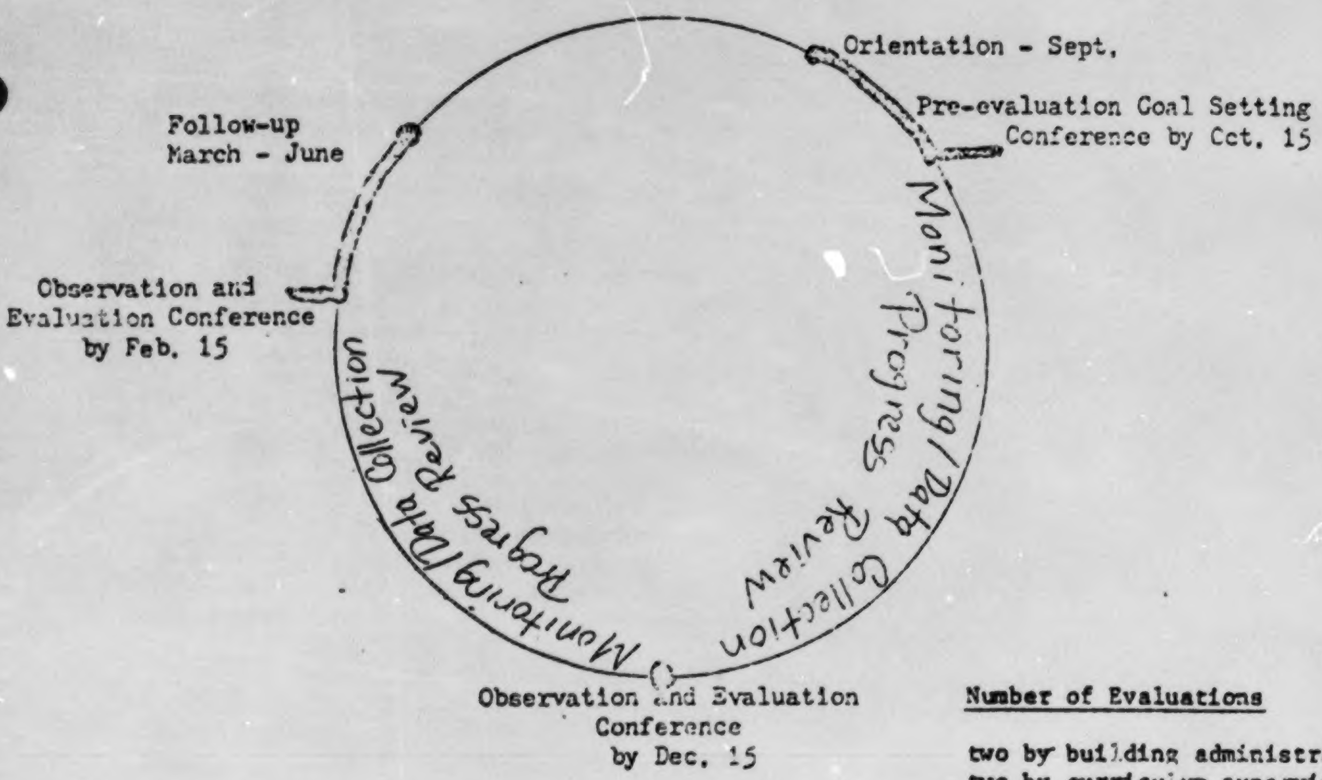
NON-TENURED TEACHER --- FIRST YEAR

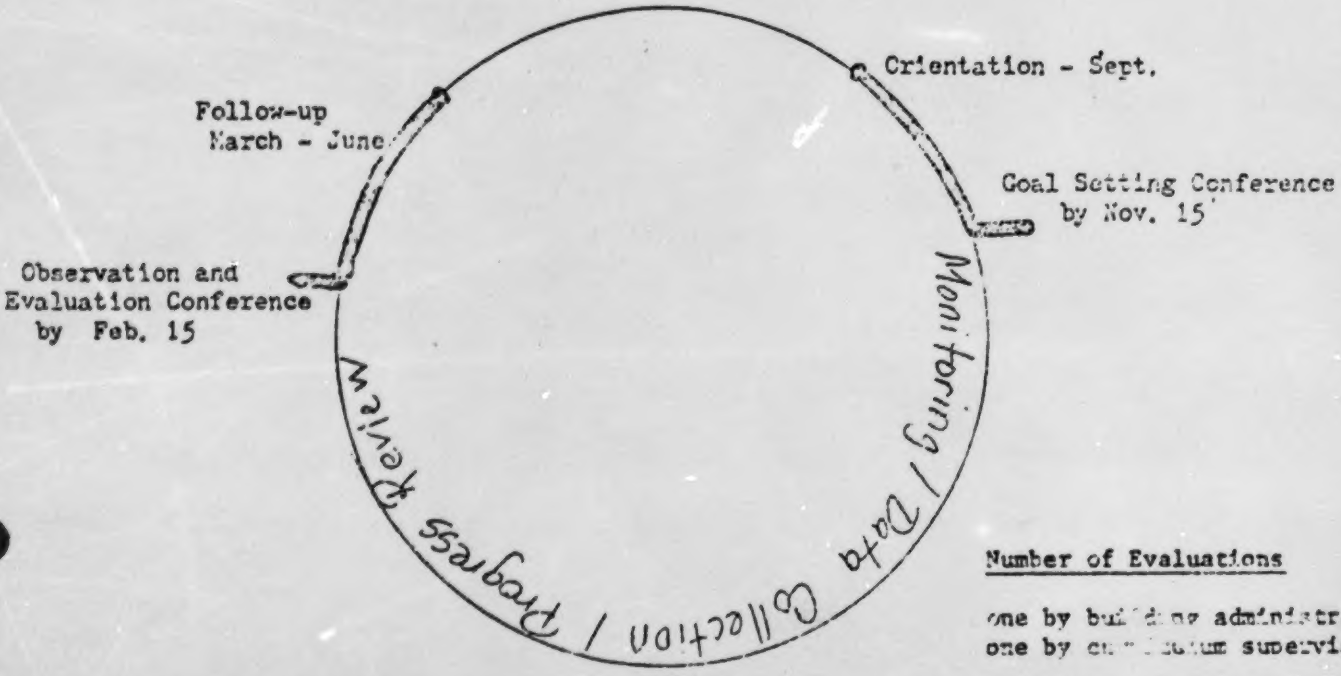

Orientation - Sept.
Pre-evaluation Goal Setting Conference by Oct. 15
Monitoring/Data Collection
Progress Review
Observation and Evaluation Conference by Dec. 15
Monitoring/Data Collection
Progress Review
Observation and Evaluation Conference by Feb. 15
Follow-up March - June

Number of Evaluations

two by building administrator
two by curriculum supervisor

* * *

NON-TENURED TEACHER --- SECOND AND THIRD YEARS


Orientation - Sept.
Goal Setting Conference by Nov. 15
Monitoring / Data Collection / Progress & Review
Observation and Evaluation Conference by Feb. 15
Follow-up March - June

Number of Evaluations

one by building administrator
one by curriculum supervisor

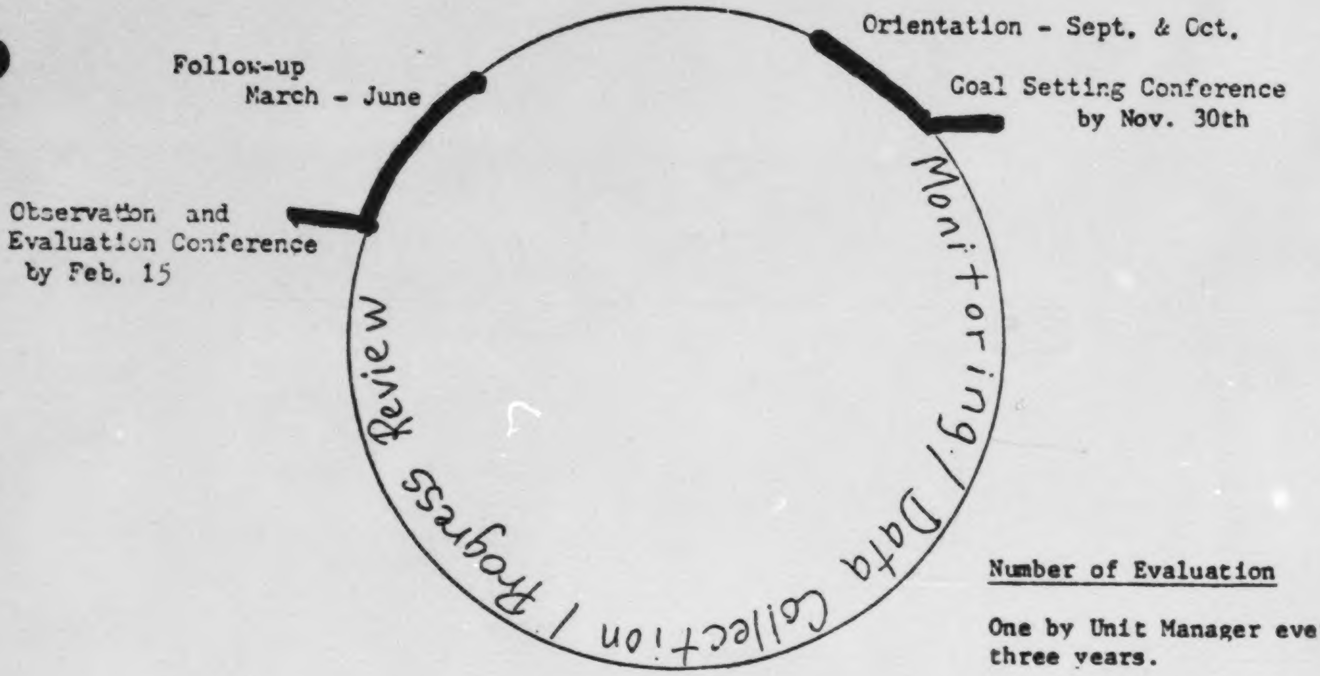
V. EVALUATION OF TENURED TEACHERS

The evaluation of tenured teachers is a one-year process occurring once every three years. The process is intended to encourage the formulation and achievement of long-term goals and to provide opportunity to focus on the complexities of curricula and the intricacies of student/teacher relationships.

The process will be of a formative nature using mutual goal and objective setting techniques. The process begins with a conference in which goals and objectives are mutually agreed upon followed by a period of monitoring, data collection, progress review, and observation , culminating in an evaluation conference.

	TIME LINE
A. Objective Setting Conferences The evaluatee and the unit manager will set goals and objectives consistent with the school/department goals using Form EV003.	By Nov. 30th
B. Monitoring and Data Collection The focus of this period is collecting data, not evaluating performance. It includes the use of the Monitoring Log (Form EV002). At the discretion of the evaluatee, any number of instruments and observation strategies can be employed.	From date of conference through Jan. 31st.
C. Progress Review Conference (Optional) 1. Progress review conferences are interim discussions which serve to check on the progress being made. Also, they may serve to modify objectives if necessary. 2. If the evaluatee is having difficulty, it may be necessary at this time to inform him/her that the summative process is warranted for the remainder of the evaluation cycle. (EV001)	
D. Observation and Evaluation Conference After the observation takes place, the evaluatee and the evaluator discuss the goals and objectives obtained. The evaluator completes an evaluation report using for EV004. (EV001 if necessary).	By Feb. 15th

TENURED TEACHER ------------- ONE YEAR CYCLE


Orientation - Sept. & Oct.
Goal Setting Conference by Nov. 30th
Monitoring / Data Collection / Progress Review
Observation and Evaluation Conference by Feb. 15
Follow-up March - June

Number of Evaluation

One by Unit Manager every three years.

VI. TEACHER EVALUATION PROCESS SCHEDULE (EV005)

Form EV005 is an aid to the participants in recording each step of the evaluation process and provides each participant with a permanent record upon completion of the cycle.

VII. REQUIRED FORMS (list)

**Teacher Evaluation Form	EV001	Gold
**Teacher Evaluation Form	EV001 (BPS)	Tan
Monitoring Log Sheet	EV002	Pink
Goal-Setting Form	EV003	Green
**Teacher Evaluation Form	EV004	Blue
Teacher Evaluation Process Schedule	EV005	Orange

** Submitted to Personned Office

Cambridge School Department Staff Evaluation Form

Date: ______________________

Teacher: ______________________

Evaluator: ______________________

School: ______________________

Grade/Subject: ______________________

Effective Date of Teaching Assignment in Cambridge: ______________________

Teacher Status: __________

Rating Explanation: 5 Highly Competent
4 Commendable
3 Satisfactory
2 Needs Improvement
1 Unsatisfactory
NA Not applicable (for this application

I. Work Attitudes:

	5	4	3	2	1	NA
1. Demonstrates professional-task oriented behavior						
2. Adheres to Cambridge School Department policies/curriculum						
3. Contributes to the harmonious operation of the school/department						
4. Demonstrates punctuality						
5. Demonstrates promptness and accuracy with records and reports						

Comments: ______________________

II. Productive Teaching Techniques:

	5	4	3	2	1	NA
1. Demonstrates knowledge and understanding of subject matter						
2. Demonstrates clarity in presentation						
3. Demonstrates variability in materials and activities to provide for individual differences						
4. Demonstrates creativity in lesson presentation						
5. Uses motivational techniques						
6. Provides for class interaction						
7. Provides opportunities for reinforcement and review of learning skills						
8. Uses strategies which prom9te varied levels of thinking						
9. Encourages students self-evaluation						
10. Utilizes community resources in instruction						
11. Seeks and utilizes advice and assistance of system's resource persons.						

Comments: ______________________

EV001

III. Classroom Management Techniques:	5	4	3	2	1	NA
1. Demonstrates organizational skills						
2. Demonstrates effective lesson planning - daily and long-range						
3. Maintains effective classroom control						
4. Provides opportunities for students to develop a positive self-image						
5. Uses class time efficiently						
6. Constantly monitors student progress and adjusts the planning and instruction accordingly						
7. Provides a healthful, attractive, and purposeful environment						
8. Demonstrates a willingness to try new procedures						

Comments:

IV. Interpersonal Relationships:	5	4	3	2	1	NA
1. Relates effectively with students						
2. Cooperates with administrators						
3. Cooperates with other school personnel						
4. Cooperates with parents						
5. Cooperates with community agencies						

Comments:

V. Personal Qualities: (Please include some of the following attributes in your comments: sensitivity, enthusiasm, sense of humor, perceptiveness, communication ability, fairness and consistency.)

Comments:

VI. A. Professional Growth Activities: (Optional)

B. Potential for Excellence: (Optional

The teacher's signature indicates that the teacher and the evaluator have discussed this evaluation. The teacher's signature does not necessarily indicate agreement with the evaluator.

Teacher's Signature

Date

Evaluator's Signature

Date

EV001

CAMBRIDGE SCHOOL DEPARTMENT-STAFF EVALUATION FORM (BUREAU)

DATE: ______________________ SCHOOL: ______________ Effective Date of Teaching Assignment in Cambridge:

TEACHER: ______________________ GRADE/SUBJECT: ______________ ______________________

EVALUATOR: ______________________ TEACHER STATUS: ______________

Rating Explanation: 5 Highly Competent 3 Satisfactory 1 Unsatisfactory
4 Commendable 2 Needs Improvement NA Not applicable (for this evaluation)

I. Work Attitudes: (All Bureau Staff)	5	4	3	2	1	NA
1. Shows initiative in starting activities						
2. Shows persistence in following tasks to their conclusion						
3. Adheres to Cambridge School Department policies/curriculum						
4. Demonstrates punctuality						
5. Demonstrates promptness and accuracy with records and reports required by Building Administrator						

Comments: ____

II. Management of the Learning Environment: (Instructional Staff Only)	5	4	3	2	1	NA
1. Demonstrates knowledge and understanding of specialty area						
2. Demonstrates effective lesson planning - daily and long-range						
3. Demonstrates creativity in lesson presentation						
4. Demonstrates variability in the use of materials and activities which provide for individual differences						
5. Motivates and involves students and encourages self-evaluation						
6. Provides opportunities for students to develop positive self-images						
7. Creatively manages the physical environment						
8. Shows effective control of classroom or small group activities						

Comments: ____

III. Supportive Techniques: (Counselors Only)	5	4	3	2	1	NA
1. Demonstrates competency in the process and techniques of individual counseling						
2. Demonstrates competency in the process and techniques of group counseling						
3. Demonstrates knowledge and use of new materials and approaches						
4. Promotes programs for individual and group affective education						
5. Demonstrates competence in coordinating student schedules						
6. Organizes career awareness activities						
7. Demonstrates competence in teaching guidance curriculum						

Comm s: ____

IV. **Participation in C.E.T. Process:** (All Bureau Staff)

	5	4	3	2	1	NA
1. Demonstrates skills in diagnosis and evaluation in specialty area...						
2. Demonstrates knowledge and use of appropriate testing instruments...						
3. Demonstrates ability to develop appropriate educational plans, objectives...						
4. Demonstrates promptness and accuracy in developing reports...						
5. Demonstrates cooperative interactions with other C.E.T. members...						
6. Consults and collaborates with classroom teachers...						
7. Shows discreet use of confidential materials...						
8. Coordinates competently all components of the C.E.T. process...						

Comments:

V. **Interpersonal Relationships:** (All Staff)

	5	4	3	2	1	NA
1. Relates effectively with students...						
2. Cooperates with administrators...						
3. Cooperates with other school personnel...						
4. Cooperates with parents...						
5. Cooperates with community agencies...						

Comments:

VI. **Personal Qualities:** (Please include some of the following attributes in your comments: sensitivity, enthusiasm, sense of humor, perceptiveness, communication ability, fairness and consistency.)

Comments:

VII. A. Professional Growth Activities: (Optional)

B. Potential for Excellence: (Optional)

The teacher's signature indicates that the teacher and the evaluator have discussed this evaluation. The teacher's signature does not necessarily indicate agreement with the evaluator.

Teacher's Signature

Date

Evaluator's Signature

Date

EVALUATION PROCESS: MONITORING LOG SHEET

STAFF MEMBER: ______________________ **ADMINISTRATOR:** ______________________

DATE:	MONITORING METHODS	STAFF INITIALS	ADMIN. INITIALS

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STAFF MEMBER: ______________________________ **DATE:** ______________ **ADMINISTRATOR** ______________

****

I. WHAT I WANT TO ACCOMPLISH:

GOALS:

OBJECTIVES:

****

II. STEPS TO BE TAKEN TO ACCOMPLISH OBJECTIVES:

****

III. MONITORING METHODS:

EV003

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CAMBRIDGE SCHOOL DEPARTMENT

1700 CAMBRIDGE STREET
CAMBRIDGE, MASSACHUSETTS 02138

TEACHER EVALUATION FORM

DATE:____________

NAME:____________________ POSITION____________________

SCHOOL:____________________ EFFECTIVE DATE OF TEACHING ASSIGNMENT IN CAMBRIDGE:____________

EVALUATOR/TITLE:____

I. ASSESSMENT OF GOALS ESTABLISHED IN EV003:

* * *

II. RECOGNITION OF ACHIEVEMENT AND PERSONAL GROWTH:

* * *

III. RECOMMEND: Proceed in Formative Process_____
Proceed in Summative Process_____

Reasons:

* * *

____________________ ____________ ____________________
Signature of Evaluatee Date Signature of Evaluator

The evaluatee's signature indicates that the evaluatee and evaluator have discussed this evaluation. The evaluatee's signature does not necessarily indicate agreement with the evaluator.

TEACHER EVALUATION PROCESS SCHEDULE

TEACHER NAME: ______________________ EVALUATOR NAME: ______________________

GRADE/DEPARTMENT ______________________ TEACHER STATUS: 1st___ 2nd___ 3rd___ Tenured____

GOAL-SETTING CONFERENCE DATE: ______________________ (EV001) or (EV003)

MONITORING MONTHS: ____________ TO ____________ (EV002)

PROGRESS REVIEW CONFERENCE (optional) ______________________ (EV002)

FORMAL OBSERVATION DATE: ______________________

EVALUATION CONFERENCE DATE9s): ______________________ (EV001) or (EV004)

EV001 or EV004 due: (Personnel Office)
1st year - December 15 and February 15
2nd year - February 15
3rd year - February 15
Tenured - February 15

PROCESS NOT COMPLETED BECAUSE ______________________

____

____

____

______________________ Signature of Evaluatee ________ Date ______________________ Signature of Evaluator

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IX. OPTIONAL FORMS

A. Self Evaluation

1. Self evaluation is a process that can be used as a personal guide for self-improvement. It is an essential component of the formative evaluation process.

   When properly used, self evaluation serves as a guide for self analysis and it may be used as procedure for diagnozing the "next step' to be taken to accomplish improvement. The individual's perceptions of what is happening, what is working well and what is not working well are important pieces of information that need to be taken into consideration during the formative evaluation process.

   The greatest advantage of self-evaluation efforts is that it clearly underlines the notion that evaluation is a mutual effort. The evaluatee has definite rights as well as responsibilities.

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OPTIONAL FORM

Teacher Self-Analysis

Personal and Professional Growth

Development of the Learning Environment

Interpersonal Relationships (Community/Parents/Colleagues/Students)

Teacher's Signature

Date

PEER MONITORING

The form on the following page is to be used on an optional basis by the evaluatee in his/her self-evaluation activity. It will be done in an informal way with a peer. Such techniques as observation, interaction analysis, informal conference could be used to check on the attainment of the evaluatee's goals, objectives, and teaching techniques.

This form is to be used on an optional basis by the teachers in his/her self-evaluation activity.

STUDENT PERCEPTION OF TEACHER

PRIMARY LEVEL

Teachers may ask for a student evaluation. Techniques on this level should not be a questionnaire but might include:

1. Drawings of student's impression of teacher.
2. Role playing (student-composed play in relation to teacher's performance, etc.)
3. Story-writing or poetry writing.
4. Use of Australian ballot on simple, question format.

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This form is to be used on an optional basis by the teachers in her/her self-evaluation activity.

STUDENT PERCEPTION OF TEACHER

GRADES 4-8

Directions: Answer yes or no to the following statements:

____ 1. My teacher tells me when she is pleased with my work.
____ 2. My teacher is interested in the things I do outside of school.
____ 3. In our class, we get a chance to make decisions together.
____ 4. My teacher gives me work that is too hard.
____ 5. My teacher tells me whether my work is good or bad.
____ 6. My teacher gives me work that is too easy.
____ 7. My teacher tries to make school interesting to me.
____ 8. My teacher cares about me.
____ 9. I get as much chance as other children to do special jobs in my classroom.
____ 10. My teacher gives me enough time to finish my work.
____ 11. My teacher tries to understand me.
____ 12. My teacher treats me fairly.
____ 13. My teacher makes sure I always understand what she wants me to do.
____ 14. I am not afraid to tell my teacher when I don't understand something.
____ 15. Sometimes my teacher unfairly punishes the whole class.
____ 16. I do not get tired of hearing my teacher talk.
____ 17. I wish my class could have this teacher next year.
____ 18. My teacher is nice.
____ 19. My teacher is very friendly with the other children.
____ 20. My teacher is mean.
____ 21. My teacher grades me fairly.
____ 22. I think a new child could make friends easily in my class.
____ 23. I feel like my teacher still likes me even when I do something wrong.
____ 24. My teacher likes some children better than others.
____ 25. When I do something wrong, my teacher corrects me without hurting my feelings.
____ 26. I know what my teacher expects of me.
____ 27. My teacher is often too busy to help me when I need help.
____ 28. My teacher does not scare the children.
____ 29. My teacher usually explains things too slowly.
____ 30. My teacher bosses the children around.
____ 31. The children in my class try to obey the teacher.
____ 32. We change from one subject to another too often in my class.
____ 33. I like my teacher.

Use this space for any additional comments you would like to make:

This form is to be used on an optional basis by the teachers in his/her self-evaluation activity.

STUDENT PERCEPTION OF TEACHER

SECONDARY

ALWAYS	SOMETIMES	NEVER		
_____	_________	_____	1.	The teacher has thorough knowledge and understanding of his teaching field
_____	_________	_____	2.	Ideas are presented at a level which I can understand.
_____	_________	_____	3.	The teacher is fair and impartial in his treatment of all students in the class.
_____	_________	_____	4.	The teacher likes me.
_____	_________	_____	5.	The teacher knows me as an individual.
_____	_________	_____	6.	This class is interesting and challenging.
_____	_________	_____	7.	The teacher shows interest and enthusiasm for the subject. He appears to enjoy teaching this subject.
_____	_________	_____	8.	This teacher encourages me to raise questions and express ideas in class.
_____	_________	_____	9.	This teacher has respect for the things I have to say in class.
_____	_________	_____	10.	He shares amusing experiences and laughs at his own mistakes.
_____	_________	_____	11.	Assignments are sufficiently challenging.
_____	_________	_____	12.	Assignments are of reasonable length.
_____	_________	_____	13.	This teacher is able to see things from my point of view.
_____	_________	_____	14.	This teacher becomes angry when little problems arise in the classroom.
_____	_________	_____	15.	The teacher is patient, understanding, considerate and courteous.
_____	_________	_____	16.	The teacher knows how to handle students who misbehave.
_____	_________	_____	17.	This teacher seems to feel a responsibility to help students both in and out of class.
_____	_________	_____	18.	This teacher seems to know when students don't understand the material.
_____	_________	_____	19.	This teacher's evaluation (testing and grading) methods seem fair and appropriate.
_____	_________	_____	20.	The teacher is consistently prepared for each class.
_____	_________	_____	21.	This teacher realizes when students have been doing the same thing for too long a period of time.
_____	_________	_____	22.	The teacher recognized my ability level and the work was within the limits of what I can do.
_____	_________	_____	23.	This teacher is overall an effective teacher.

Use this space for any additional comments you would like to make:

Amherst, Massachusetts

STUDENT FORM FOR TEACHER EVALUATION

Directions: Read each statement carefully. Put an X on the line of the answer you choose. For example, if you answer "yes" to question 1, your response in the upper left-hand corner would look like this.

_X_ Yes
____ No 1
____ ?

KEY:
yes
no
? - don't know

1. My teacher knows what I like to do.
2. My teacher knows what I can do.
3. My teacher knows when I need help.
4. My teacher tells us what we are going to learn
5. My teacher gives me work which is not too hard or too easy.
6. My teacher lets me learn new things.
7. My teacher sometimes lets me decide what I want to do.
8. My teacher wants me to say what I think.
9. My teacher lets me help make plans for the class.
10. My teacher shows me how to do good work.
11. My teacher gives me enough time to finish my work.
12. My teacher explains things so I can understand them.
13. My teacher has enough books and materials for me.
14. My teacher uses enough records, filmstrips and films.
15. My teacher shows me how to use different kinds of materials and equipment.
16. My teacher gives me fair grades.
17. My teacher explains why I get things wrong on my papers.
18. My teacher gives me enough chances to show what I know.
19. My teacher makes everybody behave.
20. My teacher has good and fair rules.
21. My teacher makes the room look nice.
22. My teacher knows my mother or father.
23. My teacher tells me when I do something good.
24. My teacher will help me with problems in and outside school.

____ yes
no 1
____ ?

____ yes
____ no 2
____ ?

____ yes
____ no 3
____ ?

____ yes
____ no 4
____ ?

____ yes
____ no 5
____ ?

____ yes
____ no 6
____ ?

____ yes
____ no 7
____ ?

____ yes
____ no 8
____ ?

____ yes
____ no 9
____ ?

____ yes
____ no 10
____ ?

____ yes
____ no 11
____ ?

____ yes
____ no 12
____ ?

yes ____
13 no ____
? ____

yes ____
14 no ____
? ____

yes ____
15 no ____
? ____

yes ____
16 no ____
? ____

yes ____
17 no ____
? ____

yes ____
18 no ____
? ____

yes ____
19 no ____
? ____

yes ____
20 no ____
? ____

yes ____
21 no ____
? ____

yes ____
22 no ____
? ____

yes ____
23 no ____
? ____

yes ____
24 no ____
? ____

Prepared by the Field Services Division, Department
of Pupil and Program Appraisal (779-359)
Montgomery County Public School: Maryland

TABULATION OF RESULTS OF STUDENT QUESTIONNAIRE

Performance Criteria	Grade Number of Students	Yes	No	Don't Know
1. Acquires information from a variety of sources in order to appraise student learning levels, interests, and needs.	1. My teacher knows what I like to do.			
	2. My teacher knows what I can do.			
	3. My teacher knows when I need help.			
2. Establishes learning objectives consistent with appraisal of student needs, requirements of curriculum framework, and knowledge of human growth and development.	4. My teacher tells us what we are going to learn. 5. My teacher gives me work which is not too hard or too easy. 6. My teacher lets me learn new things.			
3. Plans and provides for involvement of all students in the learning process.	7. My teacher sometimes lets me decide what I want to do. 8. My teacher wants me to say what I think. 9. My teacher lets me help make plans for the class.			
4. Plans for and uses those instructional methods which motivate and enable each student to achieve learning objectives.	10. My teacher shows me how to do good work. 11. My teacher gives me enough time to finish my work. 12. My teacher explains things so I can understand them.			
5. Plans for and utilizes those resources which motivate each student to achieve learning objectives.	13. My teacher has enough books and materials for me. 14. My teacher uses enough records, filmstrips and films. 15. My teacher shows me how to use different kinds of materials and equipment.			
6. Plans for and utilizes evaluation techniques which motivate and enable each student to achieve learning objectives.	16. My teacher gives me fair grades. 17. My teacher explains why I get things wrong on my papers. 18. My teacher gives me enough chances to show what I know.			
7. Establishes and maintains the environment required to motivate and enable each student to achieve learning objectives.	19. My teacher makes everybody behave. 20. My teacher has good and fair rules. 21. My teacher makes the room look nice.			
8. Appraises the effectiveness of his teaching practices and instructional program not only in terms of achieving his own objectives but also in terms of the total school's instructional program.				

TABULATION OF RESULTS OF STUDENT QUESTIONNAIRE continued:

Performance Criteria	Grade Number of Students	Yes	No	Don't Know
9. Participates in school management and shares responsibility for the total school program.				
10. Establishes relationships with colleagues, students, parents, and community which reflect recognition and respect for every individual.	22. My teacher knows my mother or father.			
	23. My teacher tells me when I do something good. 24. My teacher will help me with problems in and outside school.			
11. Identifies areas for growth necessary to maintain or improve effectiveness, acquires appropriate training or information, and demonstrates successful application.				

I. PROGRESS REVIEW FORM

Name________________________ Date________________

School______________________ Position____________

Evaluator___________________ Title_______________

I. Assessment of Goals Established in Ev003:

II. Recognition of Achievement and Personal Growth:

III. Recommend: Continuance in Formative Procedure

Continuance in Summative Procedure

Reasons:

________________________ ____________ ________________________

Signature of Evaluatee Date Signature of Evaluator

The evaluatee's signature indicates that the evaluatee and evaluator have discussed this evaluation. The evaluatee's signature does not necessarily indicate agreement with the evaluator.

CAMBRIDGE SCHOOL DEPARTMENT

159 THORNDIKE STREET
CAMBRIDGE, MASSCHUSETTS 02238

PERSONNEL OFFICE

TENURE RECOMMENDED

Teacher____

School____

Subject
and/or Grade______________________ Effective Date of Teaching
Assignment in Cambridge__________

STATEMENT OF EXCELLENCE

____
Evaluator's Signature

Title_________________________

Date__________________________

9/79

CAMBRIDGE S DEPARTMENT
1700 C STREET
CAMBRIDGE, SETTS 02138

Administrative Assistants Office

TENURE NOT RECOMMENDED

Teacher ____________________

School ____________________

Subject and/or Grade ____________________ Effective Date of Teaching Assignment in Cambridge ____________

SUPPORTING STATEMENT:

____
Evaluator's Signature

Title ____________________

Date ____________________

11/74

CAMBRIDGE SCHOOL DEPARTMENT
1700 CAMBRIDGE STREET
CAMBRIDGE, MASSACHUSETTS 02138

Administrative Assistants Office

Teacher ____________________________________

School ____________________________________

Subject and/or Grade ________________ Effective Date of Teaching Assignment in Cambridge ____________

Kindly check one of the following categories:

REAPPOINTMENT RECOMMENDED ________________

REAPPOINTMENT NOT RECOMMENDED ________________

COMMENTS:

____
Evaluator's Signature

Position ________________

Date ________________

139 383

1/75

EVALUATION PROCESS: MONITORING LOG SHEET

STAFF MEMBER: ______________________ ADMINISTRATOR: ______________________

DATE:	MONITORING METHODS	STAFF INITIALS	ADMIN. INITIALS

PHILOSOPHY AND PURPOSE FOR THE EVALUATION OF ADMINISTRATORS

In response to the request of the Cambridge School Committee, our purpose has been to develop an evaluation procedure for administrators. The plan will enhance administrative personnel performance; encourage collaboration efforts of all ratio personnel; provide for feedback between evaluator and evaluatee in the establishment of performance objectives: and provide for periodic performance reviews. Constant feedback is essential to the personal and professional development of the evaluatee and the evaluator; therefore, a necessary component of the plan is to establish a process of self assessment, goal setting, and feedback evaluation for all administrative personnel. In addition, the plan could provide an updated file on the appraisal of administrators to support requests for program changes, innovations, or upgrading.

The plan in the case of newly elected administrators, should focus additionally on those guidelines which would generate the qualities necessary to become a competent educational leader, and provide annual evaluation for each of the first three years commencing with election to the position.

Tenured administrators will be evaluated periodically, at least every third year. It is the belief of the Evaluation Committee that the plan presented herein will meet the needs of our system only if it has the guarantee of total commitment by both the superintendent and the School Committee in time, money, and personal effort.

A mutual goal-setting process for administrative evaluation addresses indiviual growth and performance and should not be used to compare administrators. The Administrative Evaluation Process was not designed to determine those personnel to be laid off or removed from a position. Any decision as to personnel competence shall be based on the summative approach and be consistent with state laws and the Cambridge Teachers Association Contract.

ADMINISTRATIVE EVALUATION PROCESS

EVALUATEE	EVALUATOR
Superintendent	School Committee
Assistant Superintendent	Superintendent
Headmaster, C.R.L.S.	Assistant Superintendent
Directors	Assistant Superintendent
Assistant Directors	Directors
Coordinator	Assistant Superintendent or Designee
Project Manager	Assistant Superintendent
Assistant Headmaster, C.R.L.S.	Headmaster, C.R.L.S.
House Masters, C.R.L.S.	Headmaster, C.R.L.S.
Master/Principals	Director, Elementary Education
Submasters	Masters
Dept. Heads or Individuals performing the duties related to the title.	Coordinator/Directors of the Discipline Area.

NEWLY APPOINTED RATIO PERSONNEL

ADMINISTRATIVE EVALUATION PROCESS

I **ORIENTATION** (Form ADEV 001)

Each newly appointed first-year administrator (evaluatee) will meet with his/her supervisor (evaluator) to discuss competencies as exemplified on sheet #ADEV 001 within twenty (20) working days of his/her appointment.

After the initial meeting, the ADEV 400 status report sheets may be used at any time by either party to facilitate communications.

II **OBSERVATION** (Form ADEV 400)

An observation for monitoring purposes will be made by the evaluator within thirty (30) working days of the orientation meeting. This observation to be recorded on form ADEV 400.

The completed ADEV 400 will be sent to the evaluatee by the evaluator within five (5) working days of the visit indicating the observations made and comments for correction/adjustments. Since these ADEV 400 forms are informational only to both parties, said monitoring communications are not to become part of the personnel file.

Administrators appointed after November 1st. will be reviewed by the checklist process as above. These persons will repeat the first-year evaluation process the following September. (They will enter the goal-setting process at the beginning of the second full academic year).

III **FINAL CONFERENCE AND WRITTEN APPRAISAL** (Form ADEV 001)

A field observation prior to the final conference and written appraisal must be completed by the evaluator by February 1st.

The final conference must be held by Feb. 15th at which time both parties shall review and discuss collected date including the ADEV 001 form.

Upon completion of the conference, both parties shall sign the ADEV 001 and a carbon of said appraisal shall be issued to each party. The original shall become part of the evaluatee's personnel file.

The evaluatee shall be entitled to all privileges of the collective bargaining agreement pertaining to evaluation and the process of appealing an evaluator's decision.

Definition: A newly appointed administrator is defined as being an inservice person who has been newly appointed to an administration position or a non-inservice person who has been appointed to an administration position in the Cambridge School Department.

ADMINISTRATIVE EVALUATION PROCESS

I. STAFF FEED-BACK SHEETS AND COVER LETTER DISTRIBUTED (ADEV 100)

A. These forms will be carbonized - one copy for the originator, one for the evaluatee. They will be distributed by the evaluatee to his/her staff.

B. The evaluatee must keep these forms for one year and give due weight to the contents thereof when formulating his/her educational goals for a successive term.

C. The Staff Feed-Back Matrix will be part of the documents sent to the evaluator prior to the formal goal-setting conference with said evaluator.

D. Staff who fill out the forms will be urged to return completed forms and keep a copy. Signatures will be optional.

II. CHECK LIST FOR SELF APPRAISAL (PRE-GOAL SETTING INSTRUMENT-CARBONIZED-ADEV 200-202)

A. The evaluatee checks items he/she considers important to goal setting for the year. He/she would check items that need to be continued, strengthened, or given priority.

B. The check-list carbon copy will be part of the documents sent to the evaluator prior to the formal goal-setting conference with said evaluator.

C. Responsibility for setting the conference date shall reside with the evaluator.

III. INITIAL GOAL-SETTING (ADEV 300 CARBONIZED)

A. Initial goals on the goal-setting sheet shall be written by the evaluatee on form ADEV 300.

B. A carbon copy of ADEV 300 shall be part of the documents to go to the evaluator prior to the conference.

IV GOAL SETTING CONFERENCE

A. The evaluator and the evaluatee review preliminary goal-setting documents ADEV 200 and 300 together and establish mutually agreed upon goals.

B. Adjustments on the goal-setting sheet ADEV 300 previously submitted shall be made at said conference and signed by both parties.

C. Responsibility for setting the conference date shall reside with the evaluator.

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V. STATUS REPORTS - ADEV 400

A. These forms will be carbonized - one copy for the evaluatee, one for the evaluator.

B. Evaluatees shall issue a status report to the evaluator as often as deemed necessary (but at least once a term). The evaluator shall acknowledge in writing the receipt of said status report and address in writing the issues expressed on the report.

C. The evaluator shall call the evaluatee in the event of perceiving difficulty and consider the summative process.

VI. FIELD OBSERVATION

Evaluators will be expected to participate in one field observation prior to the final appraisal of the evaluatee's performance which is to be recorded in his/her personnel file. Field observation should be noted on a status report form ADEV 400.

VII. FINAL CONFERENCE AND WRITTEN APPRAISAL (ADEV 500)

A. The evaluator shall set a date for a conference by February 8th to discuss achieved goals.

B. Both parties shall review and discuss all submitted documents.

C. The evaluator shall indicate via form ADEV 500 his/her appraisal of the evaluatee's achievement of goals including comments on the field observation.

D. Said ADEV 500 shall be typed and ready for signatures three (3) days after the final conference date.

E. After signing, a carbon of said appraisal shall be issued to each evaluatee. The original shall be placed in his/her personnel file.

F. APPEAL RIGHTS - The evaluatee shall be entitled to all privileges of the collective bargaining agreement pertaining to evaluation and the process of appealing an evaluator's decision.

STAFF FEED BACK TO SUPERVISORS

THE ATTACHED STAFF FEED BACK TO SUPERVISOR FORM IS DESIGNED TO ALLOW THOSE WHO ARE EVALUATED THE OPPORTUNITY TO "FEED BACK" CONSTRUCTIVELY THEIR PERCEPTION OF THE ADMINISTRATIVE PROCESS AS IT AFFECTS THEM.

ALL STAFF MEMBERS SHOULD RECEIVE A FEED BACK FORM FROM AN EVALUATING SUPERVISOR. EVERY STAFF MEMBER SHOULD RETURN THIS FORM TO THE EVALUATING SUPERVISOR FROM WHOM HE/SHE RECEIVED IT.

COMPLETING THE FEED BACK FORM IS OPTIONAL. SIGNING THE FORM IS ALSO OPTIONAL. HOWEVER, IT IS STRONGLY URGED THAT EACH STAFF MEMBER COMPLETE AND SIGN THE FORM IN ORDER TO CONTRIBUTE TO A POSITIVE GROWTH OF YOUR EVALUATOR. WE ARE ASKING EVALUATEES TO SIGN IT IN ORDER THAT THEIR EVALUATOR MAY ADJUST HIS/HER ADMINISTRATIVE APPROACH TO THE PARTICULAR SITUATION. A SIGNED, COMPLETED FORM MAY SERVE AS A COMMUNICATION CATALYST, OR AN INSTRUMENT FOR DISCUSSION; THEREBY FOSTERING AN ACTIVE AND COMFORTABLE COMMUNICATION SYSTEM BETWEEN EVALUATOR AND EVALUATEE.

THROUGH THE IMPLEMENTATION OF THIS FORM, IT IS HOPED THAT STAFF WILL HAVE A MECHANISM THROUGH WHICH TO CONTRIBUTE TO THE DEVELOPMENT OF AN EFFECTIVE ADMINISTRATION.

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CAMBRIDGE SCHOOL DEPARTMENT

STAFF FEEDBACK TO SUPERVISORS

Name of Supervisor ______________________ School/Dept. ______________________

Directions: Please read each question carefully. Circle the number that most nearly reflects your opinion using one (1) as the most positive opinion and four (4) as the most negative opinion. If you desire, provide additional comments on line below the question.

CURRICULUM AND SUPERVISION:

1 2 3 4 (1) Does your supervisor serve as a resource of current practices and trends in his/her area of expertise? ______________________

1 2 3 4 (2) Does your supervisor provide materials and equipment that has been agreed upon by both of you? ______________________

1 2 3 4 (3) Does your supervisor encourage your initiative in innovation? ______________________

____

1 2 3 4 (4) Does your supervisor see that curriculum is reasonably adhered to without stifling innovation? ______________________

1 2 3 4 (5) When innovation is attempted, does your supervisor help you to assess the project?

____

1 2 3 4 (6) Does the staff have input into staff meeting agendas? ______________________

1 2 3 4 (7) Does your supervisor enccurage a full range of opinions at staff meetings? ______

____

1 2 3 4 (8) Are your supervisor's meetings pertinent and informative? ______________________

ADMINISTRATION:

1 2 3 4 (9) Does your supervisor assist you in effecting a solution in dealing with disciplinar problems? ______________________

1 2 3 4 (10) Can you depend on your supervisor to keep his/her commitments? ______________________

1 2 3 4 (11) Is your supervisor decisive? ______________________

1 2 3 4 (12) Does your supervisor generally inform you in advance of impending changes that affect you? ______________________

1 2 3 4 (13) Does your supervisor admit it when he/she is wrong? ______________________

COMMUNITY/STAFF RELATIONSHIP:

1 2 3 4 (14) When you want to see your supervisor, is he/she available? ______________________

1 2 3 4 (15) Do you find talking with your supervisor a positive experience? ______________________

____

1 2 3 4 (16) When you talk with your supervisor do you feel that an honest exchange of ideas is possible?____________________

1 2 3 4 (17) Does your supervisor welcome your suggestions?____________________

1 2 3 4 (18) Is your supervisor as willing to compliment you for good work as he/she is to find fault with your mistakes?____________________

1 2 3 4 (19) When you make a mistake, does your supervisor -- in a constructive way - - discuss it with you?____________________

SUPERVISION

1 2 3 4 (20) Does your supervisor realize the problems and difficulties that confront you in carrying out your responsibilities?____________________

1 2 3 4 (21) When your supervisor gives you instructions, are they sound and clearly stated?____________________

1 2 3 4 (22) When you complain about something to your supervisor, does he/she listen and discuss the matter in a fair, logical way?____________________

1 2 3 4 (23) Does your supervisor encourage you to assist in the evaluation of on-going projects?____________________

1 2 3 4 (24) Does your supervisor assist you in solving difficulties with inter-personal relationships?____________________

If there are questions which you feel should have been asked but were not, please write them below and supply your answer. (use reverse side if necessary)

____

____

____

____

____

____

Signature (Optional)
See Cover Letter

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CHECK LIST FOR SELF APPRAISAL

CURRICULUM AND INSTRUCTION

1. Is receptive to planned change and innovation in the curriculum. Provides for input from teachers, students, supervisors and community.
2. Assists staff in understanding their professional roles and responsibilities.
3. Demonstrates pertinent knowledge of subject matter. Provides means and materials for staff to engage in curriculum instruction.
4. Insures that teachers establish minimal performance criteria and demonstrates an awareness of student growth and development problems.
5. Considers the impact of curriculum change on the students and the community.

ADMINISTRATION AND SUPERVISION

1. Conveys a sense of enthusiasm to staff which results in staff commitment and team work.
2. Establishes mutually set goals with staff and allows staff freedom in terms of choosing means to reach these goals.
3. Provides supportive supervision as an aid to staff development.
4. Encourages the formal and informal evaluation of instructional programs.
5. Effectively deals with students' needs and problems, such as, learning difficulties, social interaction, discipline, etc.
6. Provides materials and resources to assist staff in meeting their needs in achieving their goals within budgetary limits.

PERSONNEL MANAGEMENT

1. Establishes and meets reasonable deadlines.
2. Complies with School Committee rules and regulations.

CHECK LIST FOR SELF APPRAISAL

PERSONNEL MANAGEMENT

3. Interviews and screens major candidates for vacant positions or new ones. Utilizes staff competencies in the personnel selection process.

4. Anticipates problem situations, plans for their prevention or suitable solution.

5. Demonstrates a genuine respect for staff and organizes staff so that roles and functions are clearly understood.

PUPIL SERVICES

1. Promotes direct communication between the school and the parents. Encourages an objective approach to parent-teacher-pupil consultation.

2. Understand parents' aspirations for their children and relates then to their childrens needs and abilities.

3. Actively promotes the wise use of testing data.

4. Promotes the child's growth on the three learning domains cognitive, affective and psycho-motor.

BUSINESS MANAGEMENT

1. Provides an efficient system of record-keeping on staff, supplies, and materials.

2. Develops an efficient means for determining staff material and resource needs.

3. Foresees those actions needed to improve the function of the school. Provides for efficient use of school equipment and facilities.

4. Recognizes the complementary roles of local state and federal agencies in education. Utilizes school services of other departments in obtaining funds from other agencies.

5. Assures that all mandated State and Federal Programs are made known to the staff and the community and fulfills all the requirements.

CHECK LIST FOR SELF APPRAISAL

COMMUNITY PUBLIC RELATIONS

1. Maintains a continuous, planned program of public relations with the community through bulletins, group meetings, open house visitation.
2. Recognizes that a good community image of the school gains community support.
3. Encourages and assists teachers to actively promote good public relations through their classroom activities.

PROFESSIONAL GROWTH AND DEVELOPMENT

1. Maintains contact with current research and practice in education.
2. Engages in professional growth activities, professional reading, university courses, educational forums, conventions, and in-service seminars.
3. Contributes active educational leadership within his/her sphere of influence.
4. Encourages staff to engage in professional growth activities.

CAMBRIDGE SCHOOL DEPARTMENT

ADEV 300

GOAL SETTING AGREEMENT
ADMINISTRATIVE EVALUATION PROCESS

EVALUATEE ______________________ DATE ____________ EVALUATOR ______________________
(Signature) (Signature)

____
EVALUATEE POSITION

____
EVALUATOR POSITION

I AREA OF CONCENTRATION AND REASON FOR SAME:
Consider organization goals, job description, personal goals, and past observations. Do not list more than five (5).

II KEY JOB OBJECTIVES:
List the major task(s) to be addressed in relation to each area recorded in #I

III SPECIFIC PERFORMANCE INDICATORS:
Describe desired results in terms of observable quality standards and dates related to each major objective recorded in #II. Both objectives and results may be changed in future review sessions.

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Administrative Evaluation Process

ADEV 400

_____Special
_____Weekly
_____Monthly
_____Quarterly

CAMBRIDGE SCHOOL DEPARTMENT

STATUS REPORT

TO:_______________ FROM:_______________ DATE:_______________

CONCERNS WITH WHICH ASSISTANCE IS NEEDED TO PURSUE ESTABLISHED OBJECTIVES:

EVENTS AND CONDITIONS ABOUT WHICH YOU SHOULD BE AWARE:

Optional Form: May be submitted at any time in the process.

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7/79

Administrative Evaluation Process

ADEV 500

CAMBRIDGE SCHOOL DEPARTMENT

PROGRESS REVIEW FORM

EVALUATEE____________________ EVALUATOR____________________

POSITION____________________ POSITION____________________

DATE OF FINAL CONFERENCE____________ DATE OF FINAL REPORT____________

ASSESSMENT OF GOALS ESTABLISHED IN ADEV 300

RECOGNITION OF ACHIEVEMENT AND PERSONAL GROWTH:

Evaluatee Signature __________ Date ______ Evaluator Signature __________

The evaluatee's signature indicates that the evaluatee and evaluator have discussed this evaluati
The signature does not necessarily indicate agreement with the evaluator.

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Cambridge School Department
9/79 ADEV 600-1

MATRIX
SCHOOL - ADMINISTRATOR
EVALUATION

School ____________________

Administrator ____________________

# of Staff ____________________

# of Respondents ____________________

Level of Response	1	2	3	4
1. Does your supervisor serve as a resource of current practices and trends in his/her area of expertise?				
2. Does your supervisor provide materials and equipment that has been agreed upon by both of you?				
3. Does your supervisor encourage your initiative in innovation?				
4. Does your supervisor see that curriculum is reasonably adhered to without stifling inovation?				
5. When innovation is attempted, does your supervisor help you to assess the project?				
6. Does the staff have input into staff meeting agendas?				
7. Does your supervisor encourage a full range of opinions at staff meetings?				
8. Are your supervisor's meetings pertinent and informative?				
9. Does your supervisor assist you in effecting a solution in dealing with discipline problems?				
10. Can you depend on your supervisor to keep his/her commitments?				
11. Is your supervisor decisive?				
12. Does your supervisor generally inform you in advance of impending changes that affect you?				
13. Does your supervisor admit it when he/she is wrong?				
14. When you want to see your supervisor, is he/she available?				
15. Do you find talking with your supervisor a positive experience?				

Cambridge School Department
9/79 ADEV 600-2

MATRIX
SCHOOL - ADMINISTRATOR
EVALUATION

School ____________________

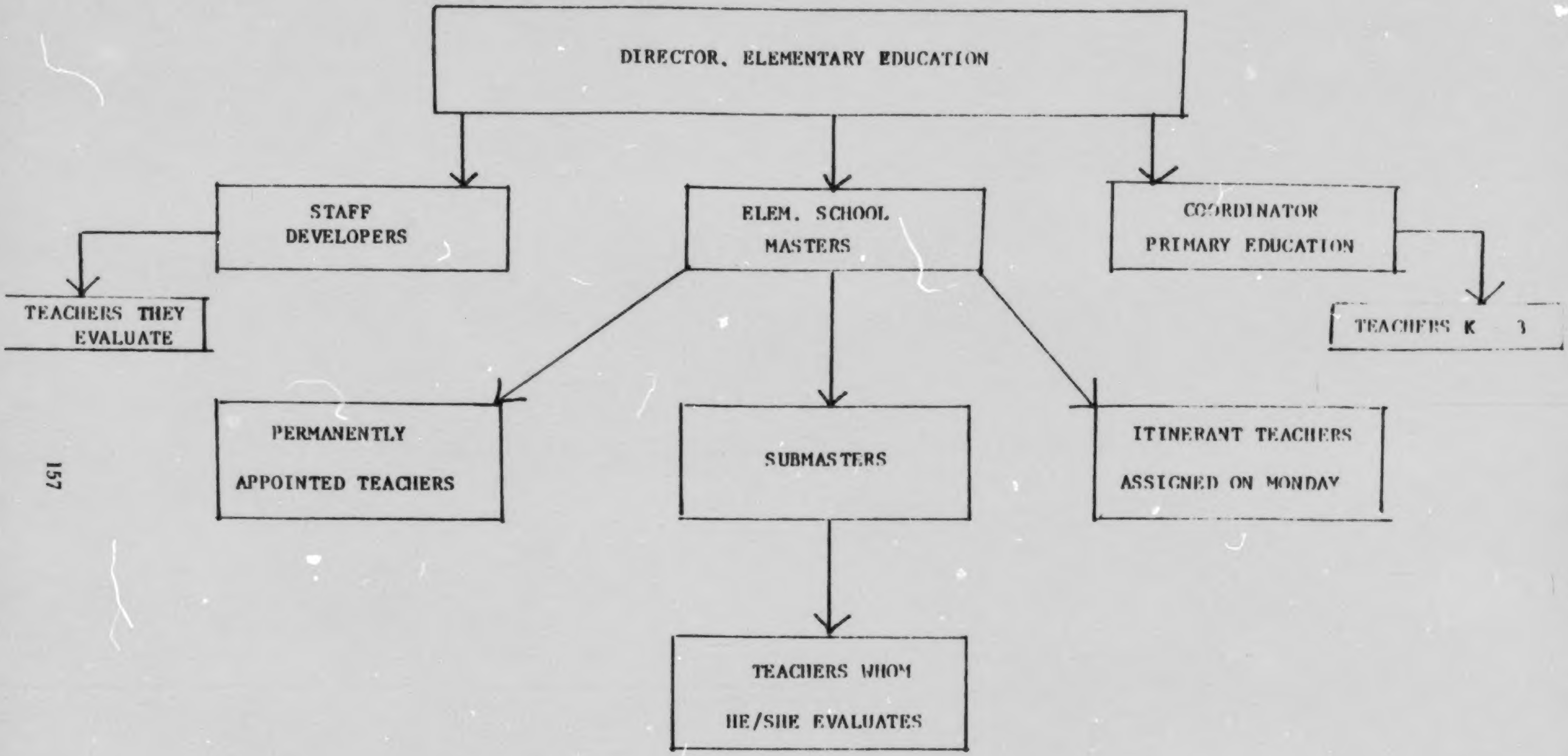
Administrator ____________________

# of Staff ____________________

# of Respondents ____________________

	Level of Response	1	2	3	4
16.	When you talk with your supervisor do you feel that an honest exchange of ideas is possible?				
17.	Does your supervisor welcome your suggestions?				
18.	Is your supervisor as willing to compliment you for good work as he/she is to find fault with your mistakes?				
19.	When you make a mistake, does your supervisor -- in a constructive way -- discuss it with you?				
20.	Does your supervisor realize the problems and difficulties that confront you in carrying out your responsibilities?				
21.	When your supervisor gives you instructions, are they sound and clearly stated?				
22.	When you complain about something to your supervisor, does he/she listen and discuss the matter in a fair, logical way?				
23.	Does your supervisor encourage you to assist in the evaluation of on-going projects?				
24.	Does your supervisor assist you in solving difficulties with inter-personal relationships?				

ELEMENTARY LEVEL - DISTRIBUTION OF STAFF FEED BACK FORMS ADEV 100

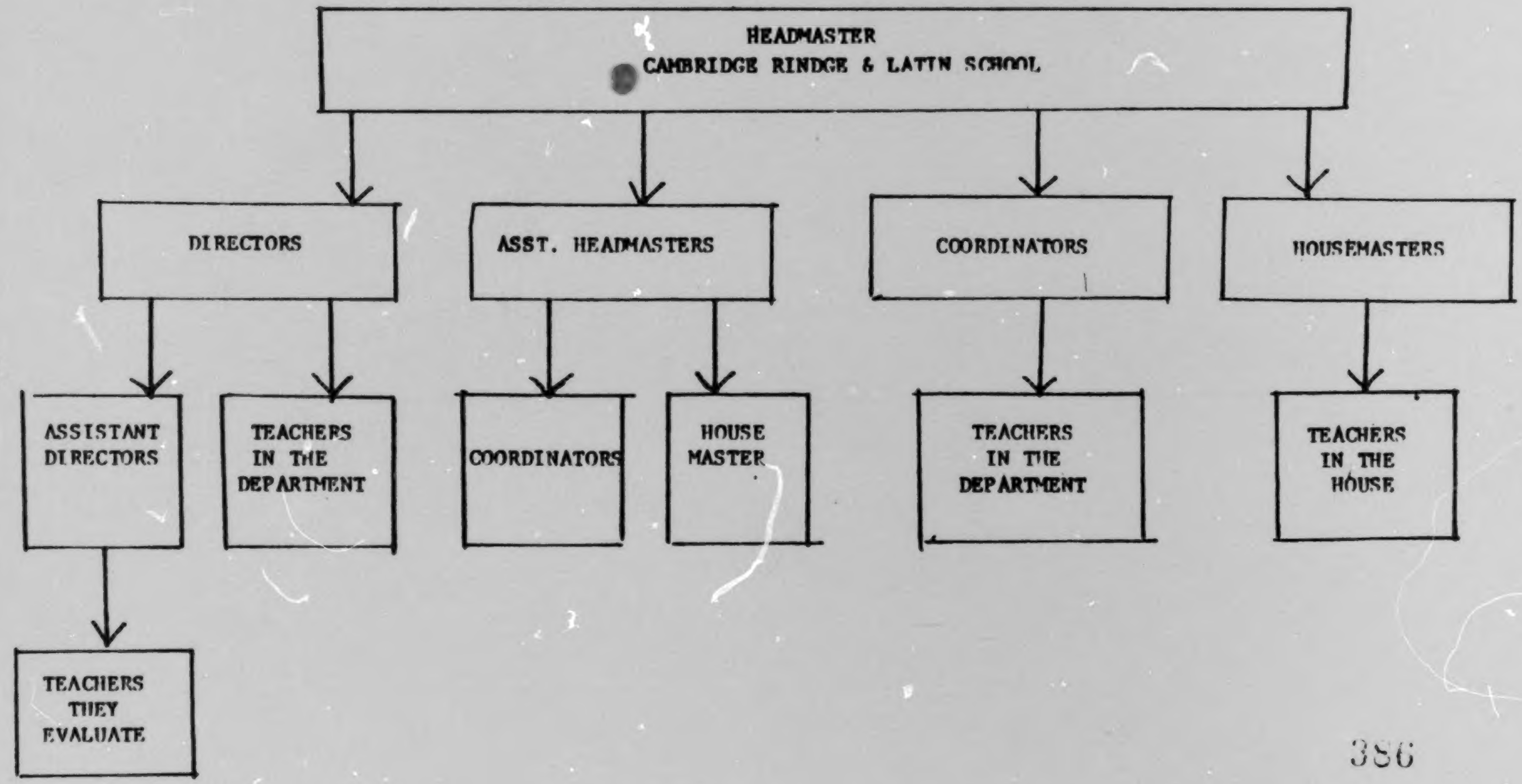

DIRECTOR, ELEMENTARY EDUCATION
STAFF DEVELOPERS
ELEM. SCHOOL MASTERS
COORDINATOR PRIMARY EDUCATION
TEACHERS THEY EVALUATE
TEACHERS K 3
PERMANENTLY APPOINTED TEACHERS
SUBMASTERS
ITINERANT TEACHERS ASSIGNED ON MONDAY
TEACHERS WHOM HE/SHE EVALUATES

ARROWS INDICATE TO WHOM FORMS WILL BE GIVEN.

STAFF DEVELOPERS WILL GIVE THEM ONLY TO MASTERS IN THE ASSIGNED QUADRANTS.

ADMINISTRATORS MAY GIVE ADDITIONAL FORMS AS THEY FEEL THE NEED.

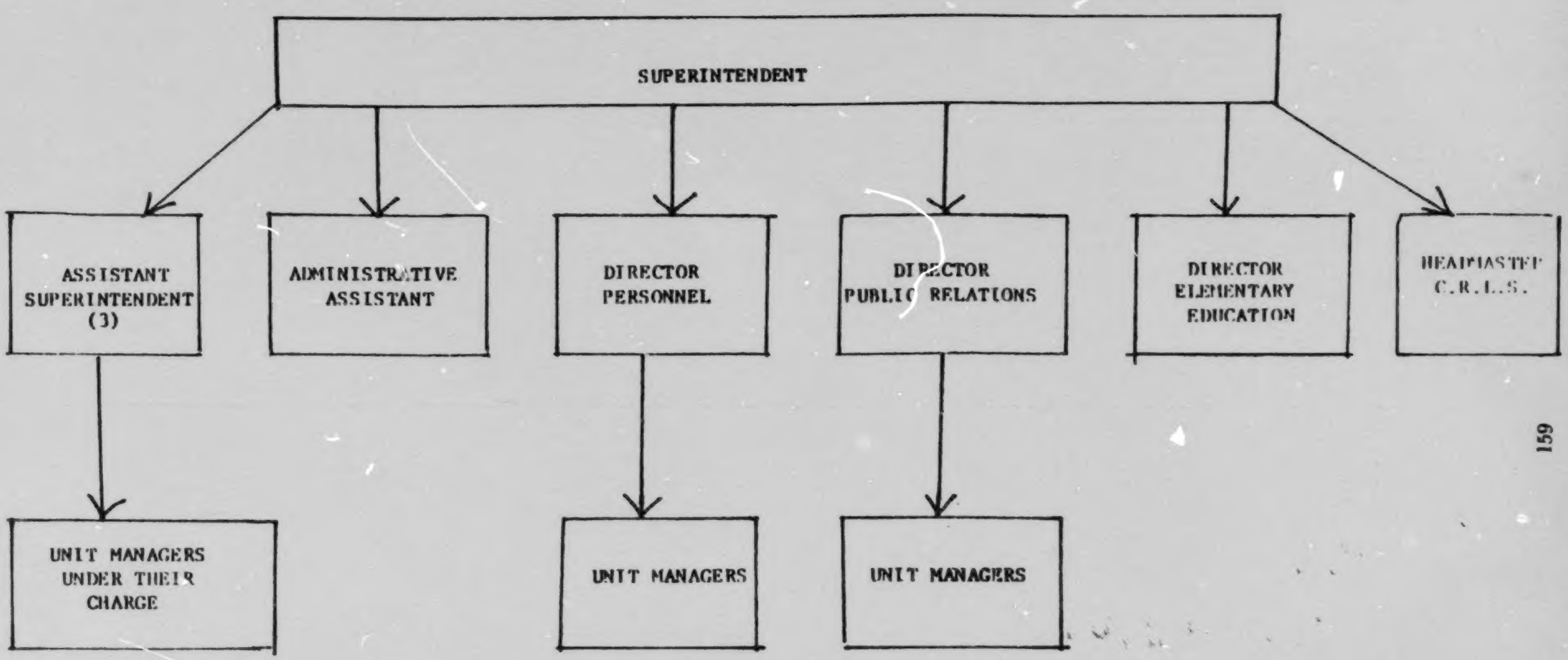
SECONDARY LEVEL - DISTRIBUTION OF STAFF FEED BACK FORMS



ARROWS INDICATE TO WHOM FORMS WILL BE GIVEN.

ADMINISTRATORS MAY GIVE ADDITIONAL FORMS AS THEY FEEL THE NEED.

CENTRAL OFFICE - DISTRIBUTION OF STAFF FEED BACK FORMS


SUPERINTENDENT
ASSISTANT SUPERINTENDENT (3)
ADMINISTRATIVE ASSISTANT
DIRECTOR PERSONNEL
DIRECTOR PUBLIC RELATIONS
DIRECTOR ELEMENTARY EDUCATION
HEADMASTER C.R.L.S.
UNIT MANAGERS UNDER THEIR CHARGE
UNIT MANAGERS
UNIT MANAGERS

ARROWS INDICATE TO WHOM FORMS WILL BE GIVEN.

ADMINISTRATORS MAY GIVE ADDITIONAL FORMS AS THEY FEEL THE NEED.

Charlottesville Public Schools

We believe that the individual being appraised should have a number of appraisal conferences with the person(s) doing the appraising. The evaluatee should be given a copy of the appraisal record. There should be freedom to discuss and disagree with the appraiser's judgments.

Objectives

The objectives which the Charlottesville Public Schools hope to achieve are:

1. Clarify the performance expectations of the individual; i.e., make duties and responsibilities of the appraisee and appraiser more clear.
2. Establish both short and long term job targets.
3. Bring about a closer working relationship between the appraisee and appraiser.
4. Make appraisal relevant to on-going job performance.
5. Establish "ground rules" or plans for both the appraisee and appraiser to follow up on "target" achievement.
6. Maintain accurate records of all appraisal conferences and other appraisee-appraiser contacts.
7. Assess the effectiveness of job performance both by self-appraisal and appraisal by the appraiser; i.e., make it a cooperative process.
8. Conduct meaningful appraisal conferences directed toward improving performance.
9. Establish appropriate ways for follow-up of actions needed for further improvement.
10. Keep appraisal a dynamic process; assess its effectiveness periodically; revise it as necessary.

Role Expectations for Principals

Standards of performance which describe optimum behavior for Charlottesville principals are set forth in the following pages by major performance areas: business management, curriculum and instruction, professional growth, pupil personnel, school-community relations and staff personnel.

Role expectations serve as guides to both the appraiser and the principal being appraised by specifying areas of responsibility. They are, in effect, standards of expectation against which the performance of the principal may be evaluated. When identifying specific job targets to concentrate on for the year, these role expectations provide the starting point.

BUSINESS MANAGEMENT

The principal is responsible for organizing, managing, and supervising the business affairs of his school, consistent with district guidelines and procedures, the educational program, and available resources. Business management responsibilities of the principal include: preparation and coordination of the proposed budget for his school; purchase order requisitioning, maintaining inventories; distribution of supplies and equipment; care, security and maintenance of plant, equipment and supplies; interpreting the budget and keeping within budget limits; accounting for school funds; providing for all possible economies; and all those business affairs related to personnel.

A. In the general business management of his school, the effective principal:

   1. Cooperates with all other concerned personnel in the overall management of financial and business affairs relating to the operation of the district.

   2. Makes use of sound economic principles in the expenditure of school monies.

   3. Follows district policies relative to the use of public funds and property.

   4. Maintains systematic and auditable records of all district and student funds over which he has custody.

   5. Provides information to his staff as to financial developments and situations that may apply to or affect the school and the staff.

   6. Follows a systematic method of planning and evaluating programs for his school, considering the limits of the resources available.

B. In budget planning and preparation, the effective principal:

   1. Secures the cooperation and involvement of all affected personnel in preparing budgetary needs and recommendations. (Teachers, department heads, classified employees and others are involved in recommending needs and priorities to implement the educational program.)

   2. Proposes a budget that considers the educational program (i.e., benefits for students), the expenditures necessary to support the budget, and the likely resources available.

   3. Proposes staffing needs for his building based on the expected requirements of the educational program which he supervises and the anticipated available resources. Provides cost estimates of proposals that would change the number of professional and/or noncertified staff members of their compensation.

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4. Consults with affected personnel prior to determining proposed staffing requirements for the school.

5. Allocates budget funds in accordance with evaluation of existing programs, expressed program needs, and budget limitations.

C. In managing requisitions and purchases, the effective principal:

1. Informs personnel (e.g., department heads) who are delegated responsibility for the management of building budget funds as to the amounts of funds available.

2. Takes full advantage of state contracts, cooperative purchasing, and other procedures which will achieve efficient and economical expenditure of funds under his jurisdiction. Instructs the staff in these procedures.

3. Follows district procedures with regard to receiving, storing and distribution of supplies and equipment.

   (a) Arranges for storage and equitable distribution of materials and supplies (instructional and/or non-instructional).

   (b) Directs careful receiving of equipment, materials and supplies and reports to the district business office.

   (c) Keeps accurate and up-to-date inventories of supplies and equipment for which he is responsible.

D. With respect to business affairs relating to personnel, the effective principal:

1. Maintains appropriate records and submits accurate reports to the district business office regarding such matters as sick leave, personal business leave, loss of time, etc.

2. Participates with central office staff and the School Board in the development of salary and fringe benefit plans that will attract and retain capable personnel for the district.

E. In the management of buildings and equipment, the effective principal:

1. Endeavors to assure the safety and welfare of students and staff. Makes the total staff conscious of its collective responsibility for safety and health conditions of the building.

2. Regularly evaluates the condition of the school plant, submits to the proper staff members requests for repairs, alterations and improvements.

3. Promotes proper student, staff and citizen respect and care of school property.

4. Assumes leadership in developing and implementing plans for emergency situations, such as those involving fire or accidents.

5. Provides for and encourages the use of school facilities by the community.

6. Plans for the full and educationally effective use of available facilities.

7. Cooperates in the planning (new or remodeling) of facilities to house the educational program of the district.

8. Sees to it that his school plant is clean and attractive.

CURRICULUM AND INSTRUCTION

The principal is an educational administrator. His cardinal function is the improvement of instruction, which will enhance the learning experiences of his students.

As an instructional leader, the principal must keep abreast of the latest developments in curriculum, instructional techniques and materials. He must also be acutely aware of the expectations of the community and the students -- and be ready to intelligently and appropriately utilize the services and talents of both groups in the pursuit of curriculum development and instructional improvement, and the the evaluation of both.

The principal's major responsibility is -- in cooperation with his staff -- to direct, guide, and coordinate and evaluate the total educational program within his particular school. In, and through cooperation with other staff members, he also actively seeks improvement of the total instructional program.

A. Within the school, the effective principal:

1. Develops and maintains a school philosophy consistent with the district philosophy.

2. Develops administrative structure and defines responsibilities in the area of curriculum and instruction.

3. Develops goals and performance objectives for the specific curriculum areas which are consistent with district goals and objectives; continually analyzes results and revises goals and objectives accordingly.

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4. Establishes and maintains a professional library for staff use.

5. Develops programs of student activities consistent with the school district philosophy.

6. Keeps himself informed and up-to-date regarding new developments in curriculum and instruction.

7. Stimulates and assists staff members in investigating and evaluating promising new developments.

8. Consistently seeks better ways in which to communicate effectively the philosophy of the school district to members of his staff.

9. Conducts research projects related to curriculum and instruction.

10. Assists staff members in selecting appropriate and significant objectives for instructional improvement.

11. Assists staff members in the development and execution of instructional plans including the means of measuring the success of these plans.

12. Evaluates and makes recommendations concerning materials and texts used in the schools.

13. Following district guidelines, prepares annual reports of status, accomplishment, needs, unresolved issues in his areas of responsibility with regard to the instructional programs.

14. Follows a systematic plan for involving students, parents, teachers and others in curricular and instructional planning.

15. Studies students and the community to provide curriculum adjustments where possible which meet the peculiar needs of students and the community which the school serves.

16. Assists and encourages teachers to adjust their educational program to individual pupil needs and abilities.

17. Assists and encourages teachers to use community resources in their instructional program.

18. Assists teachers in developing satisfactory growth in basic skills for all pupils.

19. Assists teachers in developing good skills and study habits for their pupils.

20. Keeps instruction and learning foremost in his planning, making certain they are central to all school deliberations.

21. Accepts accountability for the over-all effectiveness of the school.

22. Schedules classes, assigns teachers and space -- reconciling the various demands of the schedule with class size and subject demands. Supports the overall view of the best for the greatest number, with careful attention placed on consideration of the individual.

B. Within the district, the effective principal:

1. Contributes to the development of district-wide curricular structure.

2. Is actively involved in developing comprehensive goals and performance objectives for the various areas in the curriculum.

3. Works cooperatively and constructively in securing staff support for implementing instructional change in the schools.

4. Participates in research projects related to curriculum and instruction in the district.

5. Participates in the development of district-wide inservice programs for staff members.

6. Actively supports the cooperative development of the district-wide instructional program by coordinating his efforts with the efforts of others having responsibility for improvement of instruction.

PROFESSIONAL GROWTH

In the complexity of today's rapidly changing world, the principal holds a strategic and pivotal position. He administers; he coordinates; he leads. He preserves; he initiates, he innovates. He is the key to the student's future, since the responsibility for guiding and supervising the instructional program falls primarily on his shoulders.

Because of this, the principal has an obligation to maintain his professional growth by continuing university level work; by attending conventions, workshops, and seminars; by keeping abreast, as well as he can, of the literature in elementary or secondary education; and by using new understandings and skills to improve his on-the-job performance.

Professional Growth

The effective principal:

1. Identifies and assigns priorities to significant professional growth activities related to his particular role.

2. Follows a systematic plan for attainment of personal and professional growth objectives through such activities as:

    a. Planned programs of independent reading and study.

    b. Selected university courses.

    c. Selected professional meetings.

    d. On-the-job role development.

3. Assists the administrative staff to identify desirable professional growth activities for participation by all administrators and supervisors.

4. Participates actively in group undertakings for professional growth of administrators and supervisors such as:

    a. Workshops and conferences.

    b. Study groups.

    c. Planning and research projects.

    d. Pilot programs.

    e. Appraisal and evaluation activities.

5. Consistently seeks to identify and evaluate and implement new techniques of leadership.

6. Uses self-appraisal to improve his own performance by utilizing such techniques as enabling persons whom he supervises to help him reflect on the effectiveness of his service to them.

7. Maintains an active role in professional organizations.

8. Provides information and direction to staff, central office, superintendent, and board of education -- keeping them all alert to the developments and trends in his field.

9. Shares his knowledge and understanding with his fellow principals by contributing to the literature.

10. Is professionally ethical in all relationships. Encourages good professional ethics in others.

PUPIL PERSONNEL

High on the list of the principal's priorities is working with the youth whose education will shape their future. Development of student potential and fulfillment of student needs is, after all, what schools are all about.

Every principal must be aware of the need to develop skills and sensitivity in the area of student relations.

The effective principal:

1. Demonstrates a vital interest in young people, their activities and problems.
2. Demonstrates an understanding of the growth and development of children and youth. Is able to apply this knowledge in dealing with students on an individual and/or group basis.
3. Fosters a school climate in which students can develop good citizenship through self-discipline, self-direction, and cooperative participation.
4. Involves staff members in the study of student needs and development of appropriate policies, strategies, and classroom activities.
5. Applies principles of effective guidance to handling of student problems and conflict situations:
    a. Deals with causes as well as symptoms of student problems.
    b. Conducts systematic, constructive followups to crisis encounters with students.
    c. Consults with and makes referrals to specialists in seeking to resolve persistent or severe student problems.
    d. Acts to influence future student progress or behavior by securing teacher or student commitments to positive courses of action.
6. Becomes personally acquainted with as many students as possible.
7. Involves students and teachers in developing reasonable school standards of conduct.
8. Sees that school regulations concerning discipline are clear, consistent and well-known to all concerned.
9. Is firm, fair and consistent in his dealings with students.
10. Maintains a respect for the dignity of the individual in all disciplinary action.

11. Uses many sources of data for making major decisions affecting students.

12. Develops and maintains efficient records systems to meet student and organizational needs.

    a. Provides for efficient and systematic maintenance of necessary and desirable individual records.

    b. Formulates and consistently follows clear policies regarding confidentiality of student records.

13. Attempts to effect change in viewpoint, teaching strategies and school programs to serve varying needs of students.

    a. Assists teachers to gain insights into the learning styles of children.

    b. Develops methods for helping teachers to gain insights into their own teaching styles.

    c. Provides for systematic review, evaluation, and refinement of methods for meeting individual differences.

14. Develops and refines methods of reporting pupil progress which are satisfying to parents and which are consistent with instructional objectives for individual students.

15. Assists and encourages teachers in helping children to analyze and evaluate themselves and their growth.

16. Encourages student leadership in activities such as class government and student council.

17. Encourages students to respect the rights, properties, and opinions of others.

18. Presents the school, its program, its purposes, its philosophy, its problems, to the students, so that they may understand and appreciate the conditions under which they learn.

SCHOOL-COMMUNITY RELATIONS

The principal is a communicator and interpreter. In cooperation with other district administrators, the principal, with his staff, shares the responsibility of publicizing the activities and major problems of the schools, and of gaining public involvement and support for a quality educational program.

An important function of the principal is keeping the community, with its varied publics, informed on the program, philosophy, and problems of his particular school so that the school becomes meaningful to them.

School-Community Relations

However, it is not enough to interpret the school community; the principal must also interpret the community to the school. Public schools reflect the values of society and need to be responsive to the society which they serve.

Public relations is not a one-time communique, but rather an ongoing, two-way information exchange.

A. Within the attendance area, the effective principal:

1. Identifies the publics with which the school interacts, such as the students, the faculty and the parents and develops a school-community relations program based upon a thorough understanding of the area served by the school.
2. Creates a climate and provides opportunities which strengthen the lines of communication between the home and the school (e.g. parent-teacher conferences, home visitation, "open house," school visitation, etc.).
3. Through the use of newsletters, bulletins, informational meetings, and the school handbook, informs patrons about school programs, calendar, policies and innovlations.
4. Constructively interprets the rules and regulations, objectives, conditions and needs of the school to the various publics in the attendance area.
5. Constructively interprets the policies, objectives, and needs of the school system to the patrons and residents of the attendance area when the occasion arises.
6. Recognizes that the best home-school relations begin in the classroom and encourages teachers to be aware of this fact.
7. Is receptive to inquiries from patrons regarding the school program. Respects the legitimacy of concern shown by parents and community regarding policies and operation of the schools.
8. Encourages parents to regularly visit the school, on a planned basis, during school hours and at other times.
9. Plans interaction with patrons to determine the reaction to educational programs in operation and also to obtain reactions to proposed programs.
10. Encourages community groups to utilize school facilities.
11. Is alert to possibilities (e.g. special weeks and special educational programs) to show the patrons what pupils are accomplishing in the school.

12. Endeavors to enrich the school program by capitalizing on community resources.

    a. Sees that a file of parents and other interested citizens willing to share their specialized knowledge and skill with students is prepared and maintained.

    b. Is alert to possibilities of utilizing community "volunteers" whose talents or interests may be useful to the teachers and students in classrooms and other activities.

    c. Encourages and instructs staff members in the use of "volunteers" and other resource persons.

13. Cooperates with PTA and/or other parent groups interested in the work of the school.

14. Actively involves staff members in all aspects of the school's school-community relations program.

B. Within the district, the effective principal:

1. Contributes to the development and implementation of a system-wide school-community relations program.

2. Assists in the preparation of news releases and in the utilization of the various means of presenting the school program available to the district (e.g. radio, community newsletter, Cable TV, newspaper, speaker's bureau, staff newsletter, special meetings, special displays and/or programs).

3. Participates in the development of programs which enable the school to aid in the cultural, recreational, and educational interests of adults as well as children.

4. Participates in the development and use of assessment instruments to determine if patrons in the community understand the educational programs of the school system and in the collection of data for the purpose of future program development.

5. Assists in identifying the needs and concerns of various constituencies in the school system.

6. Serves on citizen-staff committees which aid the district by acting as resource or study groups.

7. Participates in evaluating the school-community relations program.

STAFF PERSONNEL

Among the many aspects of the principal's role in the area of personnel administration are the following:

a. Seeking out and obtaining for all positions in the school the best qualified candidates.

b. Orienting new staff members to the school.

c. Supervising individual staff members to assist them in their self-improvement efforts.

d. Evaluating staff member performance on the basis of cooperatively determined objectives and criteria.

e. Providing opportunities for growth, including in-service activities.

Inasmuch as the staff is by far the most important part of the school system, organizing and developing the teaching and classified staff of his building into a coherent unit committed to creating the best possible situation for the students is one of the principal's primary responsibilities.

The effective principal:

1. Promotes and facilitates the free flow of communication between all staff personnel in the school.

2. Develops a climate within the school which gives support to the staff members and causes them to feel successful and to identify with the school effort.

3. Stimulates and assists the staff in setting and achieving meaningful goals which contribute to improvement of the educational program.

4. Works with staff in establishing instructional (teaching and non-teaching) and service loads. Considers the individual qualifications and desires when making assignemnts.

5. Supports the district performance appraisal program and strives to be effective in all phases of the program (as outlined in the district appraisal manuals).

6 Is available to the staff for discussion of personal and/or professional problems.

7. Uses good judgment in determining when to involve the staff in cooperative planning and group decisions.

8. Exhibits rational administrative behavior in job-relevant situations which encourages other school personnel to trust and respect his leadership.

9. Stimulates and assists staff members to achieve the goals and objectives of the school and the district by giving them freedom to experiment, by encouraging them to exercise initiative, and by providing constructive directions as necessary.

10. Promotes and facilitates effective working relationships among all school personnel.

11. Follows a planned program of classroom visitation and conferencing for the purpose of observing and evaluating instruction and giving constructive direction.

12. Interviews and recommends to the appropriate person professional personnel for each vacancy in the school. Participates in the selection of classified personnel.

13. Develops and conducts a planned orientation program to introduce new personnel and substitute teachers to the school.

14. Nurtures potential staff leadership by providing opportunities for selected professional development experiences for school employees under his supervision.

15. Encourages staff members to actively participate in district-wide in-service programs.

16. Directs the employment, supervision, and evaluation of substitute teachers in his school.

17. Maintains a file of pertinent reports and records on all personnel under his supervision.

18. Administers and implements the negotiated agreements within his school.

19. Develops relationships with the formal and informal employee organizations which will encourage such organizations to assist in the attainment of the employees' personal goals as well as the goals and objectives of the school and the district.

Formative Evaluation - As Mandated by Standards of Quality

Evaluation of principals in Charlottesville has as its major objective the improvement of their performance as administrative leaders of the schools. In order to evaluate performance of an individual, that individual should be fully aware of what his responsibilities are. The responsibilities, then, are set forth in criteria which are performance oriented. It is imperative that both the principal (evaluatee) and the evaluator(s) clearly understand what these criteria are.

Since the criteria form the basis for evaluation, the first topic treated is entitled "By What Criteria Are Principals Evaluated?" Following this, the mechanics of evaluation are set forth, as follows: "Who Should Be Involved in the Evaluation of Principals?" "How Often Are Principals Evaluated?" "What Timetable and Steps Are Required?" In addition, there are four forms to be used in the evaluation of principals. These are designated as: Form PR 1. Diagnosis of Principal Performance; Form PR 2. Listing of Performance Objectives; Form PR 3. Self-Evaluation of Objective Achievement; Form PR 4. Evaluator's Assessment of Objective Achievement. With each form, there are specific directions for its use, the number of copies to be made, who completes the form, and how the information it contains (when completed) is to be used.

By What Criteria are Principals Evaluated,

The eight criteria to be applied to principals are defined in STANDARDS OF QUALITY FOR PUBLIC SCHOOLS IN VIRGINIA, 1972-74, under the section, "Individual School Planning and Management Objectives." For each criterion, indicators which give specific direction for meeting the criterion are provided. In addition to the indicators, one example of the kind of objectives which the evaluator and the evaluatee may develop is provided for each criterion. It should be noted that the sample objective, stated behaviorally, is keyed to a specific indicator; for instance, under Criterion A the sample objective applies to Indicator 4, while under Criterion B the sample objective applies to Indicator 1, etc.

As time goes on, Charlottesville may wish to develop additional criteria to supplement the eight provided. If so, this is commendable; however, in order to meet the requirements of the Standards of Quality with respect to principals' performance, the only criteria necessary are the eight which follow.

PERFORMANCE CRITERIA: PRINCIPALS

A. Develop Annual School Plan

INDICATORS	SAMPLE OBJECTIVE
1. Provide for an assessment of the current status of the school on the basis of how well it is achieving its purposes.	
2. Determine the content of the plan realistically in accordance with assessment.	
3. Make plan consistent with division-wide plan,	

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A. Develop Annual School Plan (continued)

INDICATORS

4. Involve staff and community in developing annual plan as related to the school's assessment
5. Provide effective leadership in the execution of the annual plan
6. Provide for evaluation of the effectiveness of the annual plan

4. To involve staff and community in developing annual plan as it relates to the school's assessment. Principal will develop questionnaires to be distributed to all patrons, students and staff members prior to January 1 of the school year to obtain their expression as to the areas they feel need improvement. A joint committee of patrons, teachers, students and administrators should tabulate the results of the questionnaires and rank and order priority as seen by each group prior to March 1 of the school year. The priorities set will be used in developing the annual school plan.

B. Develop Handbook of Policies and Procedures

INDICATORS

1. Involve affected persons or groups in determining the content of handbook
2. Involve affected persons or groups in developing the handbook
3. Operate school in accordance with the provisions stated in the handbook

SAMPLE OBJECTIVE

1. To involve affected persons or groups in developing the handbook. Principal will organize a committee of three for each of the following areas: (1) personnel management, (2) instructional supplies and materials, (3) pupil services and (4) school safety. The committee shall work with the appropriate individual from the central administrative office to insure that the policies and desires of the local school would be consistent with the school division's policy. The policies and procedures developed by the committee will then be compiled into a handbook.

C. Coordinate Services of Persons Working in the School (Professional and Non-Professional)

INDICATORS	SAMPLE OBJECTIVE
1. Orient new personnel to their responsibilities	1. To orient new personnel to their responsbilities. Principal will (1) establish immediate contact with the person upon the signing of the contract to explain in detail his specific assignment and (2) set aside a time period in the pre-school workdays to discuss the total instructional program and the expectations of each person. Assessment of effectiveness of the orientation will be made according to the adjustment of the new employee to his assignment.
2. Assist all employed school personnel in preparing job descriptions	
3. Establish work schedules	
4. Develop an organizational chart showing the line of authority and responsibility within the school	
5. Monitor work performance	

D. Assign Pupils to Classes, Programs and Activities

INDICATORS	SAMPLE OBJECTIVE
1. Assess strengths and weaknesses of pupils	
2. Consider the wishes of students and parents	2. To consider the wishes of students and parents. Students are to be guided in the selection of their courses for their program each year, with the final decision resting with the student and his parents. After the course selections are finalized changes may be made in extenuating circumstances. Assessment will be determined by the attitude of student and parents toward the final schedule.
3. Maintain a balance between curricular and co-curricular involvement	
4. Use available personnel and resources to provide programs for learning disabilities	

E. Provide Instructional Materials and Equipment

INDICATORS	SAMPLE OBJECTIVE
1. Keep abreast of trends in availability and feasibility of materials	
2. Procure appropriate materials and equipment	

E. Provide Instructional Materials and Equipment (continued)

INDICATORS

3. Distribute materials and equipment on an equitable basis
4. Supervise the appropriate use of equipment and materials

SAMPLE OBJECTIVE

3. To distribute materials and equipment on an equitable basis. Principal will (1) secure the cooperation and involvement of all affected personnel in preparing budgetary needs and recommendations (2) propose a budget that considers the educational program (i.e., benefits of students), the expenditure necessary to support the budget and the likely resources available; and (3) allocate budget funds in accordance with the evaluation of existing programs, program needs and budget limitations. Assessment will be made by a final written report provided by each department head.

F. Evaluate Pupil Progress and Instructional Effectiveness

INDICATORS

1. Assist staff in designing realistic student evaluation procedures
2. Keep aware of teacher practices in student evaluation
3. Analyze cause of student failure
4. Increase level of student success (degree of progress)
5. Assess instructional effectiveness

SAMPLE OBJECTIVE

3. To analyze cause of student failure Principal will (1) obtain a list of student failures for each class and grade analysis for each teacher, (2) determine whether teacher's expectations of students exceed their potential, (3) consult with teachers to make any necessary referrals to specialists to assist the students who are failing, and (4) secure teachers' or students' commitments to positive courses of action in an effort to influence future student progress. Assessment will be made according to decrease or increase in student failure.

G. Supervise Instruction and Assist Teachers

INDICATORS	SAMPLE OBJECTIVE
1. Develop a plan of supervision	1. To develop a plan of supervision. Principal will (1) develop an organizational chart for those individuals responsible for supervision; (2) establish guidelines for department chairmen to follow in assisting and evaluating their department as a whole and the individuals in the department; and (3) write, distribute and discuss with all staff members the objectives for the plan of supervision. Assessment will be determined by teacher attitude toward instructional supervison.
2. Allocate time for supervision	
3. Coordinate school level supervision with services from central office.	
4. Relate supervision to standards for classroom planning and management	

H. Provide for Cooperative Evaluation Program

INDICATORS	SAMPLE OBJECTIVE
1. Develop procedures for diagnosing teacher performance	1. To diagnose teacher performance. Principal will make at least two classroom observations and conduct at least one informal conference. Form TE 1 will then be completed and objectives formulated in cooperation with the evaluatee.
2. Apply evaluation procedures	
3. Relate evaluation procedures to objectives for classroom planning and management	
4. Coordinate evaluation and supervision	

Who Should Be Involved in the Evaluation?

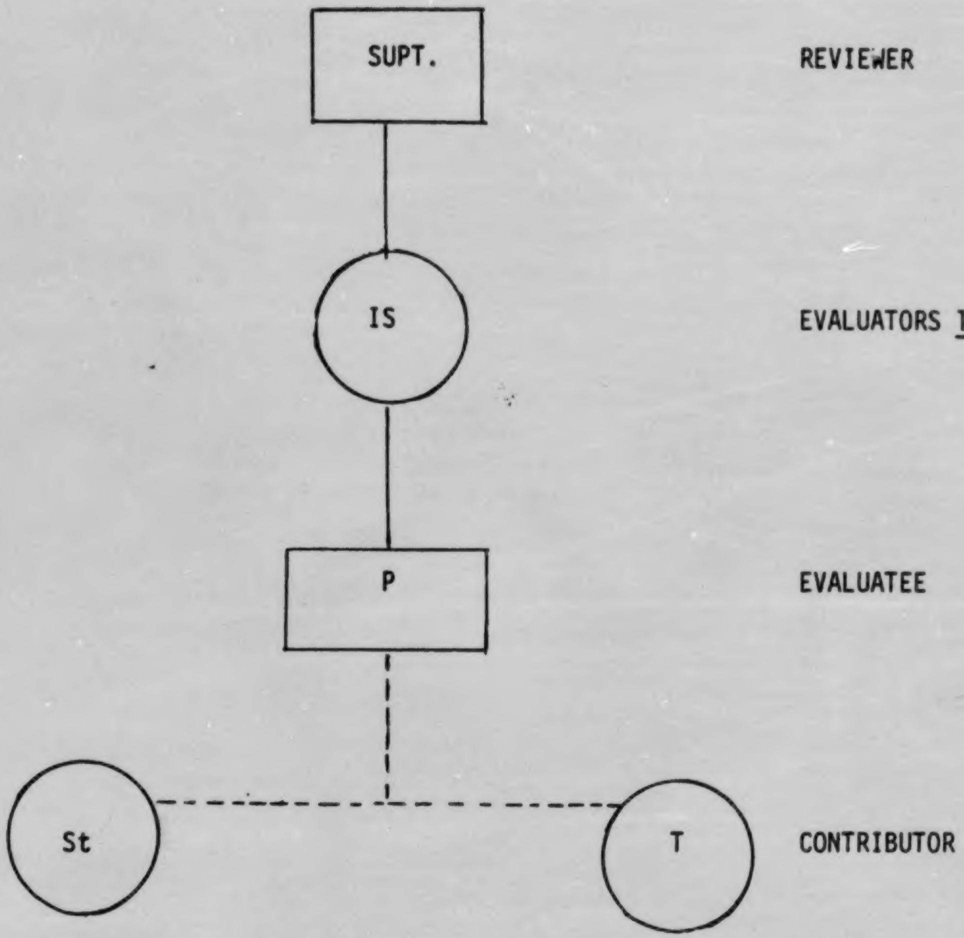
All principals should be formally evaluated by appropriate central office personnel, subject to review by the division superintendent. (See Model P, page 29.)

The instructional staff may assist the principals in their self-evaluation process through the use of a survey form. (See Exhibit I). Each member of the staff should have the opportunity to complete this form. The survey forms which are completed should be returned to a faculty representative unless this person has administrative duties. The representative should make a composite of all forms that were returned and give the composite to the principal. The information should be carefully scrutinized and those items deemed valid should be given attention in the development of performance objectives.

Students also may aid the principal in formulating performance objectives. Each member of the student body in grades 4-12 may have the option to complete a survey form. (See Exhibit II). The method of distribution and collection of forms should be left to the discretion of the individual principal.

MODEL A

Model A introduces the idea of client contribution in the evaluation process. Students and teachers may contribute suggestions which the evaluatee may use to formulate performance objective. They may also react to the objectives in generalized assessment of his performance.



IS - Immediate Superiors

P - Principal

St - Student

T - Teacher

1/ It is recommended that the evaluation team consist of two teachers selected by the faculty, two directors selected by theeprincipal and all assistant superintendents.

EXHIBIT I

*SURVEY FORM

To the Staff:

It is my desire to maintain effective leadership where it now exists and to improve, to the best of my ability, the areas of leadership which may need strengthening.

Please make suggestions which will help me to improve my performance as principal. List one or two specific practices which I should initiate and one or two which I should discontinue.

Sincerely,

Principal

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* The use of this form is optional.

LEADERSHIP PRACTICES THAT NEED TO BE INITIATED

1.

2.

LEADERSHIP PRACTICES THAT SHOULD BE DISCONTINUED

1.

2.

EXHIBIT II

**SURVEY FORM

To the Student:

As your principal, I want to maintain for all of us a good school and, to the best of my ability, to improve certain areas which need strengthening.

You may have suggestions which will help me to improve my performance as principal and thereby to make our good school a better one. If so, I ask that you indicate these on the lower part of this sheet and return the same to me. Any suggestions that you plan to make must be in my office by

______________________.
(date)

Sincerely yours,

Principal

** The use of this form is optional.

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How Often Are Principals Evaluated?

Status of Personnel	Schedule of Evaluation
o First-year and new appointee principals	Full Evaluation
o If performance was deemed satisfactory by last evaluation	Full evaluation in 1974-75 and every second year thereafter
o If performance was less than satisfactory by last evaluation	FE annually until performance becomes satisfactory or services are terminated

Full Evaluation (FE). Full evaluation means all steps on the progress, including cooperative establishment of objectives, collaboration in the fulfillment of objectives, self-assessment, assessment by the evaluator, followed by an evaluation conference and follow-up action.

What Timetable and Steps Are Required?

By July 15	The evaluator distributes evaluation forms and instructions. The evaluator and evaluatee review and complete Diagnostic Form PR 1, which includes the performance criteria for principals. These criteria serve as a yardstick against which performance can be measured.
July 15 - 3rd week Aug.	The evaluator and evaluatee cooperatively identify the performance criteria where performance can be strengthened and areas where improvement is needed. They should then write specific performance objectives for the evaluatee. (See Form PR 2.)
1st week Nov. - 1st week Dec.	The evaluator and evaluatee hold at least one conference to discuss the evaluatee's progress. Data that may indicate the degree to which performance objectives are being met should be collected.
*2nd week Feb. - 1st week Mar.	Based upon the data collected during the period of evaluation, the evaluator and evaluatee should make individual assessments of the degree to which the objectives have been fulfilled. (See Forms PR 3 and PR 4.)
1st week Mar. - 1st week April	The evaluation conference should be a conversation between the evaluator and evaluatee. The purpose of the conference should be to (a) compare the assessment of the evaluator and the self-assessment of the evaluatee, (b) discuss implications of the assessments, (c) analyze the causes of performance accomplishment or lack of it, and (d) make plans for the next evaluation. The evaluator carries the responsibility for providing the evaluatee with an overall assessment of his or her performance.

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*In the case of evaluatees whose performance is judged to be less than satisfactory and some personnel action is to be taken, this deadline may have to be adjusted to conform with State laws or Board of Education regulations.

Diagnosis of Principal Performance

Directions:

Using a copy of this inventory form, evaluatee and evaluator will independently diagnose the status of the evaluatee's current performance. It is not a post-performance rating form. It is to be used to assist in the indentification of areas indicating performance strengths or those in which improvement is needed.

Area of strength is to be indicated by 3; area neededing some improvement, by 2; and area needing considerable improvement, by 1. When the status of current performance has been determined, those areas identified as needing considerable improvement should be given first consideration in preparing performance objectives. (See Form PR 2)

PERFORMANCE CRITERIA	CHECK		
	3	2	1
A. ANNUAL SCHOOL PLAN			
1. Assessment of current status			
2. Determining content of plan			
3. Making plan consistent with district-wide plan			
4. Involving staff and community in development of plan			
5. Implementing the plan			
6. Evaluating the plan			
7. Other (specify) ____________________ ____________________			
B. HANDBOOK OF POLICIES AND PROCEDURES			
1. Determining content of handbook			
2. Developing the handbook			
3. Deciding whom to involve in its preparation			
4. Using the handbook after completion			
5. Other (specify) ____________________ ____________________			
C. COORDINATING SERVICES OF PERSONS WORKING IN THE SCHOOL			
1. Inducting new employees			

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FORM PR 1. DIAGNOSIS OF PRINCIPAL PERFORMANCE (continued)

PERFORMANCE CRITERIA	CHECK		
	3	2	1
C. COORDINATING SERVICES OF PERSONS WORKING IN THE SCHOOL (continued)			
2. Developing job descriptions for hob clarifications			
3. Establishing work schedules			
4. Develop organizational chart			
5. Monitoring work performance			
6. Other (specify) ________________________________ ________________________________			
D. ASSIGNMENT OF PUPILS TO CLASSES, PROGRAMS, AND ACTIVITIES			
1. Assessing strengths and weaknesses of pupils			
2. Responding to wishes of pupils and parents			
3. Balancing curricular and co-curricular assignments			
4. Taking care of pupils with learning disabilities			
5. Other (specify) ________________________________ ________________________________			
E. USAGE OF INSTRUCTIONAL MATERIALS AND EQUIPMENT			
1. Keeping abreast of trends in availability of materials and equipment			
2. Procuring materials and equipment			
3. Distributing materials and equipment			
4. Monitoring use of materials and equipment			
5. Other (specify) ________________________________ ________________________________			
F. EVALUATION OF PUPIL PROGRESS AND INSTRUCTIONAL EFFECTIVENESS			
1. Designing realistic pupil evaluation procedures			
2. Monitoring teacher practices in pupil evaluation			

FORM PR 1. DIAGNOSIS OF PRINCIPAL PERFORMANCE (continued)

PERFORMANCE CRITERIA	CHECK		
	3	2	1
F. EVALUATION OF PUPIL PROGRESS AND INSTRUCTIONAL EFFECTIVENESS (continued)			
3. Analyzing causes of pupil failure			
4. Reducing incidence of pupil failure			
5. Assessing instructional effectiveness			
6. Other (specify) ____________________ ____________________			
G. INSTRUCTIONAL SUPERVISION AND ASSISTANCE TO TEACHERS			
1. Developing a plan of supervision			
2. Allocating time for supervision			
3. Coordinating school level supervision with services from central office			
4. Relating supervision to standards for classroom planning and management			
5. Other (specify) ____________________ ____________________			
H. COOPERATIVE EVALUATION PROGRAM			
1. Developing evaluation procedures			
2. Applying evaluation procedures			
3. Relating evaluation procedures to standards for classroom planning and management			
4. Coordinating evaluation and supervision			
5. Other (specify) ____________________ ____________________			

Signature ____________________ **Check**

Date ____________________

☐ Self-diagnosis

☐ Evaluator's diagnosis

Original: Evaluator
1st copy: Evaluator
2nd copy: Reviewer
(if involved)

FORM PR 2. LISTING OF PERFORMANCE OBJECTIVES

Evaluatee ______________________ Position ______________

School/Office ______________________ Evaluator ______________

Year for which being evaluated ______________ Reviewer ______________

Directions:

1. The determination of evaluatee's performance objectives is a cooperative endeavor by evaluatee and evaluator. Those objectives selected must be mutually agreed upon by evaluatee and evaluator with concurrence of reviewer, if one is involved.
2. Consider first those major areas in Column I which have been singled out in Form PR1 as needing considerable improvement. Identify specific objectives which, if achieved, are believed to be likely to improve performance. Select those which offer the greatest opportunity of achieving maximum degree of improvement. (It is not necessary to have an objective in each area.)
3. Write performance objectives in Column II.
4. Work to achieve the objectives during the year.
5. Discuss with evaluator ways to make periodic assessment of progress being made.

AREAS	LIST PERFORMANCE OBJECTIVES
ANNUAL SCHOOL PLAN	
HANDBOOK OF POLICIES AND PROCEDURES	
COORDINATING SERVICES OF PERSONS WORKING IN SCHOOL	

AREAS	LIST PERFORMANCE OBJECTIVES
ASSIGNMENT OF PUPILS TO CLASSES, PROGRAMS, AND ACTIVITIES	
USAGE OF INSTRUCTIONAL MATERIALS AND EQUIPMENT	
EVALUATION OF PUPIL PROGRESS AND INSTRUCTIONAL EFFECTIVENESS	
COOPERATIVE EVALUATION PROGRAM	

Original: Evaluator
1st copy: Evaluator
2nd copy: Reviewer
(if involved)

FORM PR 3: SELF-EVALUATION OF OBJECTIVE ACHIEVEMENT

Evaluatee ______________________________ Position ____________________

School/Office ___________________________ Evaluator ___________________

Year for which being evaluated ____________ Reviewer ____________________

Directions:

1. In Column I, list objectives as they appear on Form 2. In the self-evaluation column check the degree to which you feel the objective as achieved. Use the following key to indicate the achievement of expectation level: 3--Exceeded, 2--Mat, 1--Below Expectations.

2. In the Comments space write a brief statement of the reasons for the estimates given in the self-evaluation column.

PERFORMANCE OBJECTIVES	Self-Evaluation		
	3	2	1
COMMENTS			

Signature of Evaluatee ____________________________ Date __________________

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Original: Evaluator
1st copy: Evaluatee
2nd copy: Reviewer
(if involved)

FORM PR 4. EVALUATOR'S ASSESSMENT OF ACHIEVEMENT

Evaluatee ________
Evaluatee ______________________________ Position ______________

School/Office ______________________________ Evaluator ______________

Year for which being evaluated ______________ Reviewer ______________

Directions:

In this space, write a statement of your evaluation of the degree to which you believe the evaluatee's objectives were met. State each objective and give an assessment of achievement of it. Be explicit. Use reverse side of form if more space is needed.

In this space, make an overall assessment for each of the major areas of responsibility. Use the following key: 3--Exceeded; 2--Met; 1--Below Expectations.

AREA	DEGREE OF ACHIEVEMENT		
	3	2	1
ANNUAL SCHOOL PLAN			
HANDBOOK OF POLICIES AND PROCEDURES			
COORDINATING SERVICES OF PERSONS WORKING IN SCHOOL			
ASSIGNMENT OF PUPILS TO CLASSES, PROGRAMS AND ACTIVITIES			
USAGE OF INSTRUCTIONAL MATERIALS AND EQUIPMENT			
EVALUATION OF PUPIL PROGRESS AND INSTRUCTIONAL EFFECTIVENESS			
INSTRUCTIONAL SUPERVISION AND ASSISTANT TO TEACHERS			
COOPERATIVE EDUCATION PROGRAM			

Evaluator ______________________________ Date ______________

Reviewed by ______________________________ Date ______________

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Summative Evaluation - Annual Assessment or Totalling of Responsibilities

The major purpose of a summative evaluation is to assist the appraiser(s) in formulating and in recording an accurate appraisal of the individual's performance. Summative evaluation is an end of the year measure of the results of an individual's efforts toward achieving his total job requirements and objectives-- as contrasted with a limited number of objectives utilized in formulative evaluation.

Administrators deserve to know the criteria employed when the quality of their service is being assessed. Administrators should know from the very beginning, what procedures, forms and qualities will be assessed. Administrators as professionals, should receive a copy of the overall annual assessment.

Utilizing the performance appraisal form that follows, each principal will be evaluated annually on or before April 1 by a team of nine persons--two teachers selected by the teachers, two directors selected by the principal, all assistant superintendents and the superintendent. Each evaluator will submit his assessment to the personnel office and the assistant superintendent will prepare a composite profile (averaging all scores). A copy of the profile will be shared with the evaluatee and a copy will be placed in the evaluatee's personnel record.

ANNUAL PERFORMANCE APPRAISAL FOR PRINCIPALS

__________ (Name of Principal) __________ (School) __________ (School Year)

__________ (Name of Evaluator) __________ (Position-School) __________ (Date)

Scoring Instructions: Place a check on the appropriate line following each item. If you have insufficient data on which to make an assessment please skip that item.

	Unsatisfactory	Fair	Satisfactory	Good	Excellent	Inadequate Data
I. PERSONAL CHARACTERISTICS						
A. Appearance	____	____	____	____	____	____
B. Health and Vitality	____	____	____	____	____	____
C. Disposition	____	____	____	____	____	____
II. LEADERSHIP CHARACTERISTICS (Willingness to make decisions and accept responsibility; forcefulness; ability to effect desirable change; enthusiasm and initiative shown in work)	____	____	____	____	____	____
Comments:						
III. SUCCESS IN PROBLEM SOLVING (Judgment, logical thinking, creativity, imagination)	____	____	____	____	____	____
Comments:						

	Unsatisfactory	Fair	Satisfactory	Good	Excellent	Inadequate Data
IV. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING (Keeps current on educational trends)	____	____	____	____	____	____
Comments:						
V. SUCCESS IN SUPERVISION (Evaluating and improving teaching; develop developing a strong instructional program)	____	____	____	____	____	____
Comments:						
VI. ABILITY TO BUILD MORALE (Democratic in interpersonal relations; delegates; listens to other points of view)	____	____	____	____	____	____
Comments:						
VII. RELATIONS WITH COLLEAGUES (Professional ethics)	____	____	____	____	____	____
Comments:						
VIII. RELATIONS WITH COMMUNITY	____	____	____	____	____	____
Comments:						
IX. RELATIONS WITH STUDENTS	____	____	____	____	____	____
Comments:						

	Unsatisfactory	Fair	Satisfactory	Good	Excellent	Inadequate Data
X. ATTENTION TO DETAIL AND ROUTINE (Aware of use of district facilities, services, reports, orders)	______	____	______	____	____	______

Comments:

EVALUATION SUMMARY

Areas of Strength:

Areas in Need of Improvement

Summary Comments:

PERFORMANCE EVALUATION OF SCHOOL SUPERINTENDENT

An Instrument for Appraising Effectiveness

Evaluation of the superintendent of schools is an important responsibility which too many boards handle "poorly, infrequently, or not at all." With the increasing emphasis on accountability, however, it is inevitable that boards will no longer be able to escape the responsibility of seriously and competently evaluating the performance of their executive officer.

There is really nothing new about a board of education evaluating its superintendent. Evaluation is implicit whenever a board makes a decision to extend the superintendent's contract, increase his salary or not to renew his contract. What is new is the increasing interest in setting up formal procedures for evaluation as a regular and scheduled board activity and against standards agreed to by the evaluatee and the evaluators.

Some Guideposts

An effective program of evaluation contains many essential features. The following conditions are crucial to evaluation that has as its primary purpose the improvement of administrative leadership:

1. The superintendent should know the standards against which he will be evaluated. Better yet, he should be involved in the development of the standards.

2. Evaluation should be at a scheduled time and place, with no other items on the agenda, at a study or executive session with all board members present.

3. The evaluation should be a composite of the individual board members' opinions, but the board as a whole should meet with the superintendent to discuss it with him.

4. The evaluation should include a discussion of strengths as well as weaknesses.

5. The evaluation should be fairly frequent--at least once a year. Thus, in case the decision is reached not to renew a superintendent's contract, the board can point to previous "warnings" of deficiencies.

6. Both parties should prepare for the evaluation--the superintendent by conducting a rigorous self-evaluation, the board by examining various sources of information relating to the superintendent's performance.

7. The board should not limit itself to those items which appear on the evaluation form. It is indeed difficult to develop a form or set of guidelines which will encompass the totality of the superintendent's responsibilities.

8. Each judgment should be supported by as much rationale and objective evidence as possible. One board member's opinion should not be the sole basis for judgment on an appraisal item.

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9. The superintendent should have the opportunity to evaluate the board. Ideally, the evaluation will include an examination of the working relationships between the board and superintendent.

Scoring Instructions

An attempt has been made to organize the superintendent's responsibilities in seven categories. Each board member is asked to rate the superintendent on each of the items cited in each of the categories. The chairman will then tally the scores, determine a composite average, and record it on the graph provided. The superintendent will not be given the questionnaires from individual board members or be informed as to how any individual answered the questions.

A Dual Approach

A superintendent of schools works closely with members of the administrative and supervisory staff. His actions or inaction can significantly affect their effectiveness. Further, the superintendent's professional colleagues are in a unique position to assess his professional expertise. For these and other reasons it is proposed that, in addition to the board's evaluation, a second evaluation occur (utilizing the same instrumentation) by a team consisting of: (1) all assistant superintendents, (2) two directors, and (3) two principals.

Performance Objectives

When the superintendent of schools has received the composite profiles from the board and staff, he will then formulate a series of performance objectives (job targets) for the ensuing year. These job targets will be stated in the form of behavioral change or productivity gains. Implied in this approach is an assumption that an individual is capable of improvement. The chances that he or she will are enhanced if evaluation is carried out systematically in accordance with good planning, conscientious follow-through and careful assessment of results.

An example of a performance objective stated in behavioral terms and incorporating all four essential elements (designate, substance, action and assessment) follows:

> The superintendent will establish a representative staff committee, broadly selected from school division personnel, to evaluate and revise existing operational policies and to propose new ones for inclusion in the policy manual, the project to be completed in 90 days.

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CHARLOTTESVILLE **EVALUATION FORM** SUPERINTENDENT

Scoring Instructions: Please assess the superintendent's performance by scoring each item. A score of (1) is the lowest possible score and connotes gross incompetence; a score of (9) indicates excellent and/or commendable performance. Your appraisal is a serious and responsible assignment. The superintendent wants to know his level of performance as perceived by the board and his colleagues.

Areas of Responsibility	Unsatisfactory		Satisfactory			Commendable				Comments
	1	2	3	4	5	6	7	8	9	
A. Relationships with the Board										
1. Keeps the board informed on issues, needs and operation of the school system.										
2. Offers professional advice to the board on items requiring board action, with appropriate recommendations based on thorough study and analysis.										
3. Interprets and executes the intent of board policy.										
4. Seeks and accepts constructive criticism of his work.										
5. Supports board policy and actions to the public and staff.										
6. Has a harmonious working relationship with the board.										
7. Understands his role in administration of board policy, makes recommendations for employment or promotion of personnel in writing and with supporting data; and accepts responsibility for his recommendations. If the recommendation is not accepted by the board, he willingly finds another person to recommend.										
8. Receives recommendations for personnel from board members with an open mind but applies the same criteria for his selection for recommendation as he applies to applications from other sources.										
9. Accepts his responsibility for maintaining liaison between the board and personnel, working toward a high degree of understanding and respect between the staff and the board and the board and the staff.										
10. Remains impartial toward the board, treating all board members alike.										
11. Refrains from criticism of individual or group members of the board.										

Areas of Responsibility	Unsatis-factory			Satis-factory			Commend-able			Comments
	1	2	3	4	5	6	7	8	9	
12. Goes immediately and directly to the board when he feels an honest, objective difference of opinion exists between him and any or all members of the board, in an earnest effort to resolve such difference immediately.										
13. Bases his position with regard to matters discussed by the board upon principle and is willing to maintain that position without regard for its popularity until an official position has been reached, after which time he supports the decision of the board, as long as he remains in its employ.										
Community Relationships										
14. Gains respect and support of the community on the conduct of the school operation.										
15. Solicits and gives attention to problems and opinions of all groups and individuals.										
16. Develops friendly and cooperative relationships with news media.										
17. Participates actively in community life and affairs.										
18. Achieves status as a community leader in public education.										
19. Works effectively with public and private agencies.										
Staff and Personnel Relationships										
20. Develops and executives sound personnel procedures and practices.										
21. Develops good staff morale and loyalty to the organization.										
22. Treats all personnel fairly, without favoritism or discrimination, while insisting on performance of dutires.										
23. Delegates authority to staff members appropriate to the position he holds.										
24. Recruits and assigns the best available personnel in terms of their competencies.										

Areas of Responsibility	Unsatisfactory			Satisfactory			Commendable			Comments
	1	2	3	4	5	6	7	8	9	
25. At the direction of the superintendent or appropriate assistant superintendent, when applicable, meets and confers with representatives of the teachers' association and other employees representing to the best of his ability and understanding the interest and will of the board.										
D. Educational Leadership										
26. Understands and keeps informed regarding all aspects of the instructional program with special emphasis on specific areas of assigned responsibility.										
27. Implements the district's philosophy of education.										
28. Participates with staff, board, and community in studying and developing curriculum improvement.										
29. Participates in a planned program of staff evaluation and improvement.										
30. Uses democratic procedures in arriving at decisions, utilizing the abilities and talents of the entire professional staff and lay people of the community.										
31. Inspires others to highest professional standards.										
E. Administration and Business and Finance										
32. Keeps informed on needs of the school program--plant, facilities, equipment, and supplies.										
33. Supervises operations, insisting on competent and efficient performance when applicable.										
34. Determines that funds are spend wisely, and adequate control and accounting are maintained when applicable.										
35. Evaluates financial needs and makes recommendations for adequate financing.										
36. Gathers information, prepares reports on time and maintains proper files to support all reports.										
F. Personal Qualities										
37. Defends principle and conviction in the face of pressure and partisan influence.										

Areas of Responsibility	Unsatis-factory			Satis-factory			Commend-able			Comments
	1	2	3	4	5	6	7	8	9	
38. Evaluates financial needs and makes recommendations for adequate financing.										
Personal Qualities										
39. Defends principle and conviction in the face of pressure and partisan influence.										
40. Maintains high standards of ethics, honesty, and integrity in all personal and professional matters.										
41. Earns respect and standing among his professional colleagues.										
42. Devotes his time and energy effectively to his job.										
43. Demonstrates his ability to work well with individuals and groups.										
44. Exercises good judgment and democratic processes in arriving at decisions.										
45. Possesses and maintains the health and energy necessary to meet the responsibilities of his position.										
46. Maintains poise and emotional stability in the full range of his professional activities.										
47. Is suitably attired and well groomed.										
48. Uses language effectively in dealing with staff members, the board and the public.										
49. Writes clearly and concisely.										
50. Speaks well in front of large and small groups, expressing his ideas in a logical and forthright manner.										
51. Thinks well on his feet when faced with an unexpected or disturbing turn of events in a large group meeting.										
52. Maintains his professional development by reading, course work, conference attendandance, work on professional committees, visiting other districts, and meeting with other superintendents.										

CHARLOTTESVILLE SCHOOLS

PERFORMANCE EVALUATION FORM FOR DIRECTIONS AND SUPERVISORS

An Instrument for Appraising Effectiveness

Evaluation Procedure:

Evaluation Procedure: Each director/supervisor shall be evaluated by a team consisting of the superintendent, all assistant superintendents, one director and two principals. The evaluation team members shall develop a composite profile from each of their evaluation forms which represents the average evaluation reflected on each item for which the individual is being evaluated.

Purpose of Evaluation: Evaluation is a serious and responsible assignment for al of those involved in the process. The purpose of evaluation is two-fold: (1) for the evaluatee to "...find out how he is doing," and (2) to enable the evaluatee to improve his performance. Thus, it is essential that the individual being evaluated be advised of his composite evaluation within a reasonable time. The opportunity is then established for the evaluatee to learn "how he is doing" and cooperatively to set goals or performance objectives which will lead to improved job proficiency and greater professional contributions.

Establishing Performance Objectives: Performance objectives shall be established for each director/supervisor and shall relate specifically to his professional responsibilities. The performance objectives shall be established cooperatively by the evaluatee and the appropriate evaluator(s) following a careful review of the results of the evaluation. The performance objectives shall be determined by establishing specific professional responsibilities or tasks in specific areas of responsibility.

Scoring Instructions: The director's/supervisor's performance will be evaluated by scoring each item on this instrument. A score of (1) is the lowest possible score and connotes gross incompetence; a score of (9) indicates excellent and/or commendable performance.

EVALUATION FORM FOR DIRECTORS AND SUPERVISORS

Name: ______________________

Date: ______________________

Areas of Responsibility	Unsatisfactory			Satisfactory			Commendable			Comments
	1	2	3	4	5	6	7	8	9	
A. Relationships with the Superintendent or appropriate Assistant Superintendent 1. Keeps the superintendent or appropriate assistant superintendent and staff informed on issues, needs and operation of the school system.										
2. Offers professional advice to the superintendent or appropriate assistant superintendent on matters which may require further administrative action, with appropriate recommendations based on thorough study and analysis.										
3. Interprets and executes the intent of board policy and administrative regulations.										
4. Seeks and accepts constructive criticism of his work.										
5. Supports board policy and actions of the superintendent to the public and staff.										
6. Has a harmonious working relationship with the superintendent and staff.										
7. Understands his role in administration of board policy as a member of the administrative team.										
8. Accepts his responsibility for maintaining liaison with the superintendent and assistant superintendent, working toward a high degree of understanding and respect between the staff, assistant superintendent and the superintendent.										
9. Refrains from criticism of the superintendent, the board, and other staff members.										
10. Goes immediately and directly to the superintendent or appropriate assistant superintendent when he feels an honest, objective difference of opinion exists between him and the superintendent or appropriate assistant superintendent, in an earnest effort to resolve such difference immediately.										

Areas of Responsibility	Unsatis-factory			Satis-factory			Commend-able			Comments
	1	2	3	4	5	6	7	8	9	
11. Feels free to maintain his opposition to matters under discussion by the superintendent or appropriate assistant superintendnet until an official decision has been reached.										
Community Relationships 12. Gains respect and support of the community on the conduct of the school operation.										
13. Solicits and gives attention to problems and opinions of all groups and individuals.										
14. Develops friendly and cooperative relationships with news media.										
15. Participates actively in community life and affairs.										
16. Achieves status as a community leader in public education.										
17. Works effectively with public and private agencies. Staff and Personnel Relationships 18. Develops and executes sound personnel procedures and practices.										
19. Develops good staff morale and loyalty to the organization.										
20. Treats all personnel fairly, without favoritism or discrimination, while insisting on performance of duties.										
21. Delegates authority to staff members appropriate to the position each holds.										
22. Encourages participation of appropriate staff members and groups in planning, procedures, and policy interpretation.										
23. Evaluates performance of staff members, giving commendation for good work as well as constructive suggestions for improvement.										
24. Takes an active role in development of salary schedules and recommends to the superintendent levels which will best serve the interests of the district.										

Areas of Responsibility	Unsatisfactory			Satisfactory			Commendable			Comments
	1	2	3	4	5	6	7	8	9	
25. Encourages participation of appropriate staff members and groups in planning, procedures, and policy interpretation.										
26. Evaluates performance of staff members, giving commendation for good work as well as constructive suggestions for improvement.										
27. Takes an active role in development of salary schedules for all personnel, and recommends to the board the levels which, within budgetary limitations, will best serve the interests of the district.										
28. At the direction of the board, meets and confers with leaders of the teachers association representing to the best of his ability and understanding the interest and will of the board.										
Educational Leadership										
29. Understands and keeps informed regarding all aspects of the instructional program.										
30. Implements the district's philosophy of education.										
31. Participates with staff, board and community in studying and developing curriculum improvement.										
32. Organizes a planned program of staff evaluation and improvement.										
33. Provides democratic procedures in curriculum work, utilizing the abilities and talents of the entire professional staff and lay people of the community.										
34. Inspires others to highest professional standards.										
Business and Finance										
35. Keeps informed on needs of the school program--plant, facilities, equipment, and supplies.										
36. Supervises operations, insisting on competent and efficient performance.										
37. Determines that funds are spent wisely, and adequate control and accounting are maintained.										

Areas of Responsibility	Unsatis-factory			Satis-factory			Commend-able			Comments
	1	2	3	4	5	6	7	8	9	
38. Maintains high standards of ethics, honesty, and integrity in all personal and professional matters.										
39. Earns respect and standing among his professional colleagues.										
40. Devotes his time and energy effectively to his job.										
41. Demonstrates his ability to work well with individuals and groups.										
42. Exercises good judgment and the democratic processes in arriving at decisions.										
43. Possesses and maintains the health and energy necessary to meet the responsibilities of his position.										
44. Maintains poise and emotional stability in the full range of his professional activities.										
45. Is suitably attired and well groomed.										
46. Uses language effectively in dealing with staff members, the board, and the public.										
47. Writes clearly and concisely.										
48. Speaks well in front of large and small groups, expressing his ideas in a logical and forthright manner.										
49. Thinks well on his feet when faced with an unexpected or disturbing turn of events in a large group meeting.										
50. Maintains his professional development by reading, 50. course work, conference attendance, work on professional committees, visiting other districts, and meeting with other professional colleagues.										

COMMENTS:

COMPOSITE PROFILE OF EVALUATION OF DIRECTORS AND SUPERVISORS
BY PROFESSIONAL COLLEAGUES

	Score	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9	Item 10	Item 11	Item 12	Item 13	Item 14	Item 15	Item 16	Item 17	Item 18	Item 19	Item 20	Item 21	Item 22	Item 23	Item 24	Item 25	Item 26	Item 27	Item 28	Item 29	Item 30	Item 31	Item 32	Item 33	Item 34	Item 35	Item 36	Item 37	Item 38	Item 39	Item 40	Item 41	Item 42	Item 43	Item 44	Item 45	Item 46	Item 47	Item 48	Item 49	Item 50
	9																																																		
(Commendable Reward)	8																																																		
	7																																																		
	6																																																		
(Satisfactory Recharge)	5																																																		
	4																																																		
	3																																																		
(Satisfactory Discharge)	2																																																		
	1																																																		
	0																																																		

Date ______________________

Denver Public Schools
Employee Appraisal Procedures
INTRODUCTION

Accountability and appraisal have come to be synonymous terms as school patrons and citizens ask the questions: What about the school system's productivity? Is it effective? What have we received for our money? We must have answers to such questions. The growth and size of our school system has produced an organization of such size and complexity that a formalized, tangible means for evaluating performance is a necessity.

Performance appraisal is fundamental to the evaluation, maintenance and improvement of professional services of all employees in the Denver Public Schools for the improvement of instruction.

Appraisal must be used by the appraised and appraiser as a positive process; it must serve to aid the organization in making decisions about its management and managers; it must serve to help the manager know where he or she stands. It must give all parties greater insight into identifying areas of strength and weakness. It must suggest possibilities for greater effectiveness.

The mechanics for appraisal are numerous and must take place in an atmosphere of mutual trust and understanding. Those involved must know what is happening, how the process works, how far the results can be trusted and how well performance improves. The following are the essential uses of appraisal:

- Performance improvement
- Motivation toward achieving personal and system goals
- Discovery of abilities
- Self-development
- Discovery of educational/professional needs
- Facilitate understanding between supervisor and subordinate
- Determine career potential
- Guidelines for transfer, promotion, reassignment
- Guide for salary determination

PRESENT APPRAISAL PRACTICES

All classified employees in the Denver Public Schools are appraised throughout the first two years of employment and at least annually thereafter.

Transportation personnel are appraised each six months during the first two years and each year during continued employment.

Building and Grounds personnel receive an appraisal each six months during the first year and annually thereafter.

Operations employees, helpers and assistant custodians, are appraised after the first thirty (30) days of employment and on a six months sequence during the first two years and then semi-annually throughout employment.

Head custodians are appraised once each year.

Non-affiliated and professional technical employees follow the pattern of six months for appraisal during the first two years and annually thereafter.

Food Services personnel are appraised once each year throughout continued employment.

Classified office personnel receive evaluation during the first two years of employment each six months and for two years after a change of job status.

Probationary teachers are appraised six times during a three-year probationary period as provided in Denver Public Schools Policy 1311B and attain tenure as mandated by CRS 22-63-112. A tenure teacher may be appraised at any time such appraisal is deemed necessary by the principal and is provided for in Denver Public Schools Policy 1311B.

Unsatisfactory performance as shown through appraisal has resulted in the termination of a number of classified employees each year and a number of probationary and tenure teachers resign each year through a "counseling out" process rather than pursue dismissal procedures as outlined in CRS 22-63-117.

Administrators are appraised annually.

TEACHER PERFORMANCE APPRAISAL

APPRAISAL: The process by which continuous improvement of instruction is effected through improving the performance of the teacher.

I. Need for Appraisal

The master teacher is not a happy accident but the result of a thoughtful approach to the many-faceted teaching-learning process. Innovative programs, good facilities, appropriate materials, and modern working conditions may contribute to but do not guarantee quality education. The key to excellence in education is the teacher who continually assesses the effectiveness of his teaching against educationally defensible, pre-determined goals and adjusts his performance as needed to assure excellence of results.

Major emphasis in the appraisal process must be on performance and its effects rather than on the teacher as a person. Over 92% of teachers surveyed by the NEA Research Division[1] in 1969 favored appraisal as a means of improving teaching competence indicating a felt need for continual improvement of performance.

II. Purposes of Appraisal

The focus of appraisal is directed toward improving the quality of instruction through:

A. Evaluating the quality of teaching performance
B. Determining aspects of teaching performance needing improvement and providing assistance
C. Establishing continuous communication and mutual concern between teacher and appraiser
D. Identifying effective aspects of teaching performance
E. Increasing teacher job satisfaction
F. Providing a record of progress

III. Appraisers

Historically the principal has had the sole responsibility for teacher appraisal. Increasing demands upon the principal's time and energy, the growing complexity of the education enterprise, the size of faculties, and the professionalism of teachers makes it imperative that the number of persons involved in the appraisal process be increased and that the principal be assisted in carrying out the appraisal process. The following generalization will be used by the principal in the selection of persons to be involved in the appraisal of teachers:

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[1] NEA Research Bulletin, Volume 47, Number 3, October 1969. The Association

> The principal may request assistance with teacher appraisal from administrative personnel assigned to his school (assistant principal, dean, coordinator), curriculum specialists, other principals, supervisors from the central administration offices, or from tenure teachers who will usually be department or grade level chairmen assigned to his school. Teachers will be informed in advance of persons who will participate in their appraisal.

The criteria to be used in the selection of personnel to assist with appraisal are:

A. Persons who will assist with appraisal will

1. Be thoroughly oriented to the appraisal process
2. Have time which can be provided in place of other assignments within present staff allocations to conduct conferences and observations, to be observed, and to do demonstration teaching in their field of competency.
3. Summarize their appraisal comments in writing with signature affixed for the principal's records and for the perusal and signature of the teacher being appraised.
4. Work at the direction of the principal and be solely responsible to the principal for the parts of the appraisal process as directed by the principal.

Although the principal may request assistance in the appraisal process, final responsibility for appraisal will remain with the principal. Further, the principal will have the constraints of working within presently allocated staff numbers and the process of appraisal as stated herein.

IV. The Appraisal Process

The need for appraisal can be agreed upon by teachers and administrators when appraisal is discussed in rather broad and abstract terms. The key to continued agreement and the improvement of performance lies in the process, methods and instruments of appraisal.

The process of appraisal must recognize that we live in a society in which biological needs and economic security needs have largely been met. People no longer perform with excellence at work because of fears of starving or of not having a job. It is evident that a substantial raise in pay is not necessarily a motivating force. Appraisal must function at a level where the social (sharing ideas and finding common interests) and ego (who is best?) needs of individuals are met.

Administrators who desire to function as a motivating force have often adopted a "pat on the back-you can do it" approach. This "positive" approach may obtain better results than the "do it or else" approach *in the short run*. Administrators often fail to realize that the "pat on the back" creates an unhealthy need in people because the person who responds to the "pat on the back" then has a need for the administrator to continue the technique and the person is still substituting an outside force for self goal setting and self measurement of success. The administrator is trapped into setting goals and measuring progress for other people and in so doing creates an unhealthy dependency and an ineffective teacher. Now the stage is set for the most prevalent norm of managing: management by anxiety. Since goal setting and progress measuring are taking place outside the teacher and goals are most often discussed in broad and unmeasurable terms or not at all, the teacher is left in a state of anxiety which is expressed in simple terms: "What does the principal want?" It is astounding that the answer to that question is seldom sought from the principal!

The usual method of discovering what the principal wants is through questioning other teachers. The variety of answers and attitudes from other teachers then creates further anxiety. Psychologists have demonstrated that anxiety creates less thinking, loss of memory, decreased learning, and ego awareness. If the teacher attempts to function in terms of ill-defined goals, then personal worth, as measured by the principal, is based on elimination of error in proceeding toward ill-defined goals. If elimination of error looms large in the teacher's mind, then apathy and no risk taking will become standard modes of operation and the classic systems operate:

A. Withdrawal
   High rate of absenteeism, tardiness, no expression of ideas
B. Rationalization
   The principal is stupid. The principal doesn't like me.
C. Projection
   Other people are causing the problem.

However, high achievers function best when they have:

A. Freedom to pursue mutually agreed upon significant goals and methods
B. Personal responsibility for accomplishments
C. Opportunity to set moderately risky goals
D. Prompt, candid and meaningful feedback on performance
E. Consistent recognition for jobs well done
F. An atmosphere of support and encouragement where needed skills, assistance, and information are provided.

The process of appraisal should contribute to the development of high achievement and utilize the ways in which high achievers function. Conversely, the process should identify teachers who are incapable of setting significant goals, of devising methods of progress toward those goals and of accepting personal responsibility for accomplishment.

V. Appraisal Procedure

The teacher and the appraiser must accept equal responsibility for accomplishing the appraisal process. The procedure for implementing teacher appraisal will involve the following steps:

A. Stating mutually agreed upon measurable goals
B. Devising means of accomplishing the goals
C. Determining methods of evaluating progress toward goals
D. Planning for communication between the teacher and the appraiser
E. Providing for keeping of permanent records
F. Summarizing progress in appraisal statements by the principal

Stating Mutually Agreed Upon Measurable Goals

Early in each semester, the teacher to be appraised will produce a statement of goals in terms that provide for measurement of progress and will submit the statement to the appraiser for suggestions and agreement. Agreement should be reached as rapidly as possible. Such a statement will become a permanent part of the appraisal document. Broad areas of teaching responsibility should be identified and redefined so that specific aspects may be stated for appraisal. Some broad areas to be considered might include:

Lesson planning
Unit planning
Motivating
Managing classroom control
Individualizing instruction

Student achievement
Evaluating student progress
Communicating
Providing an attractive learning environment
Reporting to parents
Staff relationships
Parent conferences

(This list is not meant to be all inclusive.)

Once the broad areas have been agreed upon, then specific aspects which need strengthening should be defined. For example, the statement, "student discipline should improve," does not meet the criterion of stating a measurable goal. Both teacher and appraiser must seek to define specific kinds of teacher behavior which effect pupil performance. The following should be considered when goals are being stated:

1. Identify the expected teacher behavior by name; you can specify the behavior that will be accepted as evidence that the goal has been achieved.

2. Attempt to define the desired behavior further by describing the significant conditions under which the behavior will be expected to occur.

3. Specify the criteria of acceptable performance by describing how well the person must perform to be considered acceptable.

It is not necessary to include all three items in each goal. However, item three must always be included to set a standard of performance.

To test for a clearly written goal, ask the following question:

> Can another competent person select successful behavior in terms of the goal so that the writer of the goal would agree?

It should be recognized that the stating of measurable goals will necessarily be a thoughtful and time-consuming process, but once clearly defined goals have been stated, the implementation of the remainder of the appraisal process should proceed smoothly. Final appraisal must be based on the accomplishment of goals.

The major responsibility for goal setting must move from the appraiser to the teacher during the probationary period. The first appraisal may be based on goals suggested by the appraiser based on the appraiser's knowledge of the needs of new teachers. These goals may center around classroom management, planning, use of time and materials and other areas where new teachers need to develop skills rapidly. Subsequent appraisals should reflect increasing input from the teacher. At the conclusion of the probationary period, the teacher should be an independent, goal-setting professional.

In order to provide a standard of non-compliance, goals should be set with a minimum and maximum range of accomplishment stated. The teacher will be expected to accomplish the minimum progress stated to be evaluated as competent. Lack of accomplishment may lead to a restatement of goals in more realistic or specific terms.

Devising Means of Accomplishing the Goals

After goals have been set, the teacher will submit an outline of steps to be taken to accomplish the goals and a specific date by which the stated progress will be measurable. The plan will include such things as: materials needed and available, instructional techniques, provisions for constant feedback concerning progress, resource persons, grouping, and teacher study. This plan will be reviewed by the appraiser who may make additional suggestions. After the plan has been discussed, the teacher will make needed revisions and submit one copy to the appraiser as part of the appraisal record. All goals and plans for accomplishment are subject to review by the principal.

Determining Methods of Evaluating Progress Toward Goals

The goals and the means of accomplishment will suggest techniques and instruments for evaluating progress toward goals. The teacher will tentatively determine the most appropriate devices for use in continuous evaluation and the evidence of progress which should be recorded. The appraiser will review the plan for evaluation with the teacher, make necessary suggestions and receive a copy of the plan for the appraisal record.

Planning for Communication

Since the teacher and appraiser must accept equal responsibility for the appraisal of performance, it is imperative that frequent communication take place. Both persons will be responsible for initiating conferences and classroom observations. The teacher must seek assistance with problems that develop, and the appraiser must be alert for additional methods, materials, and suggestions which will contribute to progress. The successful implementation of the appraisal process will depend, in large measure, upon the openness and effectiveness of the two-way communication between the teacher and the appraiser. A written record of all observations and conferences should be kept so that the focus on goals is clear. A summary of progress noted, suggestions, etc. should be prepared by the appraiser with a copy for the teacher. These succinct summaries should help determine next steps in assisting the teacher toward success. The teacher must also frequently submit statements which will provide evidence of progress as shown by the evaluation methods agreed upon.

Summarizing Progress in Appraisal Statements

The preparation of the final appraisal document to be submitted to the central offices by the principal must be done in relation to the due date of the appraisal document and the date set in the plan for accomplishing the goals.

Scheduled conferences to discuss the completion of the appraisal form should be initiated by either the teacher or the appraiser. The conferences should be at a time and of such length as to assure a thorough and meaningful review of progress toward goals. The conferences should also serve as a beginning point for further goal setting.

The comments on the appraisal form from the teacher and the appraiser should center around goals and their accomplishment. The final recommendation of the principal must be based on the teacher's ability to set meaningful goals, devise means of accomplishing the goals and measure progress toward those goals.

DENVER PUBLIC SCHOOLS

APPRAISAL SUPPLEMENT

This supplement to the appraisal form may be used on an optional basis. It may be submitted with the appraisal form that is completed in December and March of each school year or simply used as a part of appraisal discussions with teachers. IF THIS FORM IS TO BE FILED AS A SUPPLEMENT TO THE APPRAISAL, BOTH TEACHER AND PRINCIPAL SHOULD SIGN IN THE SPACES PROVIDED.

Management Skills		
A. Completes routine tasks on time and accurately	Has some difficulty completing tasks on time and with accuracy	Seldom completes tasks on time; is inaccurate
B. Uses time in a productive manner	Usually uses available time to the benefit of students	Wastes time
C. Directs teaching efforts toward identifiable goals	Goals are evident in most lessons	Teaching lacks direction and purpose
D. Is aware of and follows school policy and practice	Usually adheres to school policy	Decision and practices are not based on policy
E. Organizes tasks and teaching so that priorities are evident	Lacks continuity in organization to the detriment of priorities	Lack of planning and organization are evident through discontinuity in teaching
Control of Learning Environment		
A. Establishes a climate in which children are motivated to learn	Usually establishes a climate conducive to learning	Is unconcerned with motivation
B. Maintains student control through motivation	Uses threat and coercion to maintain control	Lacks control
C. Sets standards of behavior that are understood and accepted by students	Has discussed acceptable standards of behavior with students and they are usually understood	Is inconsistent. Students do not understand basis for behavior standards
D. Adapts teaching activities to existing facilities	Has pupils engage in activities inappropriate to facilities	Makes inadequate use of facilities
E. Makes effective use of available equipment	Seldom uses teaching aides	Relies only on books and lecture
F. Recognizes the need to adapt control to the learning activity	Expects the same behavior during all activities	Fails to set behavior standards
G. Recognizes and deals effectively with individual differences	Deals with individual differences in extreme cases	Makes no provision for individual differences
H. Accepts responsibility for general control in and around the school	Awareness of responsibility for general control should be improved	Accepts no responsibility for control outside of classroom

I. Handles own discipline problems. Is self-sufficient and self-confident in management of pupils.	Frequently requires assistance in handling discipline problems	Has poor discipline techniques
Instruction		
A. Has the necessary communications skills to transmit knowledge	Usually communicates effectively but lacks specific skills as noted	Communication lacks clarity and organization
B. Has a thorough knowledge of the subject taught	Has only adequate knowledge of subjects taught	Lacks sufficient background in subject matter to be effective
C. Uses techniques of questioning, listening, motivating, individualizing, small group discussion, and evaluating which are effective	Varies teaching techniques only occasionally	Relies on one set of teaching techniques to the exclusion of innovation
D. Teacher and pupils keep records of pupil growth	Some records of growth are kept	Does not keep adequate records of pupil growth
Personal Qualities		
A. Displays a positive and loyal attitude toward students, staff, and the Denver Public Schools	Usually positive and loyal	Negative attitudes and approach to problems interferes with progress
B. Has sufficient flexibility to cope with emergencies and unforseen changes	Generally a well controlled person who can adapt to changing conditions	Inflexible and unable to cope with emergencies
C. Controls emotions	Occasionally loses emotional control	Lacks emotional control
D. Displays enthusiasm toward teaching; is motivated to sustained effort	Enthusiasm and effort are adequate for present assignment	Lacks enthusiasm for teaching and uses minimal time and effort
E. Has empathy for students	Usually understands students' viewpoint	Fails to project self into students' place
F. Is consistent and fair in dealing with others	Usually fair, but has blind spots	Displays inconsistent reactions to others and appears unfair as a result
Human Relationships		
A. Gains respect of parents and others in the community	Is working to develop skills for parent and community communication	Makes no positive effort to gain community respect and understanding

B. Cooperates with other teachers and staff members		Occasionally fails to see self as a group member. Usually cooperative		Fails to contribute toward solu tion of problems. Disruptive t group harmony
C. Displays active concern for the morale of the total school		Performs general control assignments perfunctorily		Is not concerned for the morale of the total school
D. Provides opportunities for the development of pupil leadership		Needs to become more aware of opportunities for leadership development		Seldom concerned with the devel ment of student leadership
Lesson Planning				
A. Involves students in planning regularly		Involves students in planning some activities		Relies on teacher planning only
B. Has lesson plans that are useable by a substitute teacher		Plans are available but difficult to follow. Often not up-to-date		Plans not available and/or unus able or obsolete
C. Develops short and long range plans		Needs to improve plan development ment and continuity		Plans only for the short run or a day-to-day basis
D. Uses a sound form of lesson planning		Has good detail in lesson plans		Uses educationally unsound planning form

Principal's Signature ____________________ Date __________

Teacher's Signature ____________________ Date __________

Attach 1 copy to appraisal
Retain 1 copy for principal
Retain 1 copy for teacher

DENVER PUBLIC SCHOOLS
TEACHER PERFORMANCE APPRAISAL

ORIGINAL

To be returned to the Executive Director of Personnel Services by

NAME	SOCIAL SECURITY NO.	SCHOOL	PRINCIPAL	EMPLOYMENT DATE	SEM. OF PROB.

The purpose of the appraisal is to: appraise the quality of teaching performance; identify aspects of teaching performance needing improvement; establish continuous communication and mutual concern between appraiser and teacher; identify effective aspects of teaching performance; increase job satisfaction and provide a record of progress.

Date of Appraisal ______ MONTH DAY YEAR

Teaching Assignment ______ (To be completed by Principal)

Date Appraisal Process Explained ______ MONTH DAY YEAR

Date performance goals agreed upon ______ MONTH DAY YEAR

Classification of persons assisting in this appraisal other than Principal ______

______ MONTH DAY YEAR

______ ______ MONTH DAY YEAR

PRINCIPAL'S RECOMMENDATION AND COMMENTS

Do you recommend continued employment? YES ☐ NO ☐

TEACHER'S COMMENTS

I have seen and discussed this appraisal:

Teacher ______ SIGNATURE ______ MONTH DAY YEAR

Principal ______ SIGNATURE ______ MONTH DAY YEAR

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DENVER PUBLIC SCHOOLS
TENURE TEACHER APPRAISAL

To be returned to the Executive Director of Personnel Services by ______________________

____

(Name) (S.S. No.) (Principal)

Teaching Assignment ____

Date teacher was notified that evaluation was to be conducted ________________________

Month Day Year

Appraisal team will include ____

Specific areas of deficiencies:

Degree of Deficiency

	Very	Moderately	Slightly

Planned Program for Improvement: (Attachment page 2)

Principal ______________________________ ______________________

(Signature) (Date)

Teacher ______________________________ ______________________

(Signature) (Date)

Witness ______________________________ ______________________

VD4/4

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Denver Public Schools
Tenure Teacher Appraisal

Planned Program for Improvement:

(To be completed following evaluation)

Evaluation has shown performance to be:

Satisfactory - average or above ( )

Unsatisfactory - not average or above ( )

Principal ______________________________ ______________________
(Signature) (Date)

Teacher ______________________________
(Signature)

VD4/5

ADMINISTRATOR APPRAISAL

Administrators have as their professional focus the achievement and personal growth of students. Administrators are accountable for:

- the instructional process
- public and community relations
- fiscal and reports management
- facilities and material management

It is vital to a well-functioning school district that the implementation of these administrative functions be monitored and evaluated. A continual appraisal process will provide information needed to make programmatic and personnel decisions required to reach the district's educational goals as established by the Board of Education. This citywide appraisal system for all administrators and supervisors identifies critical areas of management skills, specifies evaluative criteria and proposes a professional improvement plan.

The individual administrator's annual performance review will include both a close objective look at management skills as well as an analysis of his/her demonstrated personal and leadership characteristics. Assistance will be made available to support the implementation of each administrator's professional improvement plan. The results will determine whether an administrator is retained in the evaluated position. Consideration will be given to:

1. Retention in present administrative status (with appropriate salary advancement)
2. Placement on probation without salary advancement
3. Reassignment to another appropriate administrative status
4. Placement in a non-administrative status

Administrative appraisal in the Denver Public Schools aims for accountability by:

1. On-going improvement of instruction or other management function
2. Implementation of system-wide goals
3. Provision of motivation for excellence in management
4. Mutual goal setting
5. A written record of achievement for each administrator
6. Continuous communication between appraiser and appraised
7. Increased job satisfaction
8. Identification of levels of achievement

I.CENTRAL OFFICE LEVEL

MANAGEMENT AREA	MANAGEMENT SKILLS	PERFORMANCE PLAN
Management of Department or Office:	Planning:	State Job Target:
Maintains a good working environment is open to alternative problem solutions; displays a commitment to excellence; demonstrates a commitment to the personal growth and educational development of all	i.e., anticipates needed change; co-operatively sets and interprets goals and objectives; utilizes appropriate assessment data; collaborates in developing program designs; projects human and material resource requirements; plans for evaluation	Time Period for Accomplishment:
	Organization:	Performance Criteria: (Performance is Outstanding when ....)
	i.e., provides structure and schedule to meet stated goals and objectives, develops and maintains internal policies and procedures for problem solving; establishes a system for management quality assurance; manages time well, keeps appointments and commitments	Implementation Process: (Who, What, Where, How)
	Supervision:	
	i.e., maintains goal direction through observation, diagnosis, and prescription; provides for needs with staff development, procedural change, and/or allocation of human and material resources	Performance Analysis: 1. Where am I? 2. Where did I say I'd be? 3. What accounts for the difference? 4. What am I going to do about it?

MANAGEMENT AREA	MANAGEMENT SKILLS	PERFORMANCE PLAN
School, Public, and Community Relations: Organization and coordination with staff, advisory committees, parent groups, individual parents, community agencies, student groups, special interest groups, communications media	Communication: i.e. speaks and writes with clarity and precision; listens effectively; plans for and maintains open lines of communication	State Job Target: Time Period for Accomplishment:
	Decision Making: i.e., identifies problems, seeks out solution, implements strategies; establishes and provides direction for daily operation	Performance Criteria: (Performance is Outstanding when ....)
	Group Organization: i.e. assesses and allocates human resources effectively, identifies and assigns working groups; appropriately delegates tasks and responsibilities; conducts efficient and productive meetings, builds and guides team effort; maintains working relationships	Implementation Process: (Who, What, Where, How)
	Conflict Management: i.e., handles school-community disputes with sensitivity; offers alternatives for conflict resolution; directly confronts problems; uses Agreement and District policies as resource; calls on others for cooperative conflict resolution; handles emergencies	Performance Analysis: 1. Where am I? 2. Where did I say I'd be? 3. What accounts for the difference? 4. What am I going to do about it?

MANAGEMENT AREA	MANAGEMENT SKILLS	PERFORMANCE PLAN
Fiscal and Reports Management: Manages budget allocations prudently, helps staff and community to understand budget, informs and trains staff to understand and work with budget, disperses funds in a fair manner, writes with clarity and precision, recognizes and keeps reporting dates	Planning: i.e., works with staff to determine needs, utilizes inventory data, operates within assigned budget; accurately projects student data; relates educational/management objectives to budget Managing: i.e., maintains accurate accounting procedures; sets up and maintains effective internal controls for budget expenditures; uses budget as a tool for determining cost effectiveness of educational programs, is prompt and accurate in all recordkeeping and reporting obligations	State Job Target: Time Period for Accomplishment: Performance Criteria: (Performance is Outstanding when ....) Implementation Process: (Who, What, Where, How) Performance Analysis: 1. Where am I? 2. Where did I say I'd be? 3. What accounts for the difference? 4. What am I going to do about it?

MANAGEMENT AREA	MANAGEMENT SKILLS	PERFORMANCE PLAN
Management of Facilities and Material: Displays appropriate managerial relationship with all personnel, develops long-range plans for equipment and material needs, consistently adheres to other district departments' regulations and procedures	Facility Maintenance: i.e., concern for safe and clean environment; encourages energy conservation program Management of Equipment and Material Inventory: i.e., works with staff to identify needed equipment and material; utilizes resources available in district; understands district's purchasing process; provides for preventive maintenance of equipment; understands district's repair procedures; works with staff to avoid waste of materials	State Job Target: Time Period for Accomplishment: Performance Criteria: (Performance is Outstanding when ....) Implementation Process: (Who, What, Where, How) Performance Analysis: 1. Where am I? 2. Where did I say I'd be? 3. What accounts for the difference? 4. What am I going to do about it?

II BUILDING LEVEL

SCHOOL MANAGEMENT	MANAGEMENT SKILLS	PERSONAL LEADERSHIP CHARACTERISTICS	PERFORMANCE PLAN
THE INSTRUCTIONAL PROCESS: Support of teaching/learning process by providing the leadership to develop: . an effective curriculum and instructional program . a positive school climate	PLANNING: i.e., anticipates needed change; cooperatively sets and interprets goals and objectives; utilizes student assessment data; collaborates in developing program designs; projects human and material resource requirements; plans for evaluation	i.e., maintains a good working environment open to alternative problem solutions; displays commitment to excellence in the teaching/learning process; demonstrates a working knowledge of the commonalities of the teaching/learning process in all educational areas; demonstrates a commitment to the personal growth and educational development of all	State Job Target: Time Period of Accomplishment: Performance Criteria: (Performance is outstanding when....)
	ORGANIZATION: i.e., provides structure and schedule to meet stated goals and objectives, develops and maintains internal policies and procedures for problem solving; establishes a system for educational quality assurance; manages time well; keeps appointments and commitments		Implementation Process: (Who, What, Where, How)
	SUPERVISION: i.e., maintains goal direction through observation, diagnosis, and prescription; provides for needs with staff development, procedural change, and/or allocation of human and material resources		Performance Analysis: 1. Where am I? 2. Where did I say I'd be? 3. What accounts for the difference 4. What am I going to do about it?

SCHOOL MANAGEMENT AREA	MANAGEMENT SKILLS	PERSONAL LEADERSHIP CHARACTERISTICS	PERFORMANCE PLAN
SCHOOL, PUBLIC AND COMMUNITY RELATIONS Organization and coordination with instructional staff, advisory committees, parent groups, individual parents, community agencies, student groups, special interest groups, communications media	COMMUNICATION: i.e., speaks and writes with clarity and precision; listens effectively; plans for and maintains open lines of communication DECISION MAKING: i.e., identifies problems, seeks out solution, implements strategies in daily operations GROUP ORGANIZATION: i.e., effectively assess and allocates human resources; identifies and assigns working groups; appropriately delegates tasks and responsibilities; conducts efficient and productive meetings, builds and guides team effort CONFLICT MANAGEMENT: i.e., handles school-community disputes with sensitivity; offers alternatives for conflict resolution; directly confronts problems; uses Agreement and District policies as resource; calls on others for cooperative conflict resolution; handles emergencies	i.e., considers opinions and suggestions; makes honest attempt at understanding differing points of view; recognizes role as representative of district: fosters honest communication between self and others, provides for due process and equity for all, motivates people, builds and maintains high level of morale; aids people in achieving job satisfaction	State Job Target: Time Period of Accomplishment Performance Criteria: (Performance is outstanding when....) Implementation Process: (Who, What, Where, How) Performance Analysis: 1. Where am I? 2. Where did I say I'd be? 3. What accounts for the difference? 4. What am I going to do about it?

SCHOOL MANAGEMENT AREA	MANAGEMENT SKILLS	PERSONAL LEADERSHIP CHARACTERISTICS	PERFORMANCE PLAN
FISCAL AND REPORTS MANAGEMENT: Preparation and maintenance of school program budget and educational and fiscal reports	PLANNING: i.e., works with staff to determine needs, utilizes inventory data, operates within assigned district's budget directions; accurately projects student data; relates educational/management objectives to budget preparation	i.e., helps staff and community to accept budget modifications, informs and trains staff to understand and accept budget parameters and work with budget, disperses funds in a fair manner, recognizes and keeps reporting dates	State Job Target: Time Period of Accomplishments: Performance Criteria: (Performance is outstanding when....) Implementation Process: (Who, What, Where, How) Performance Analysis: 1. Where am I? 2. Where did I say I'd be? 3. What accounts for the difference 4. What am I going to do about it?
	MANAGING: i.e., maintains accurate accounting procedures; sets up and maintains effective internal controls for budget expenditures; uses budget as a tool for determining cost effectiveness of educational programs, is prompt and accurate in all recordkeeping and reporting obligations		

SCHOOL MANAGEMENT AREA	MANAGEMENT SKILLS	PERSONAL LEADERSHIP CHARACTERISTICS	PERFORMANCE PLAN
FACILITIES AND MATERIAL MANAGEMENT:	FACILITY SCHEDULING:		State Job Target:
Maintenance and efficient use of school plant and material resources	i.e., coordinates school and community building use; matches program needs and space in accordance with rated capacity	i.e., displays appropriate management relations with custodial and maintenance personnel sees building as community facility; develops long-range plans for equipment and and material needs; consistently adheres to other district departments' regulations and procedures	Time Period of Accomplishments:
	FACILITY MAINTENANCE:		Performance Criteria: (Performance is outstanding when....)
	i.e., cooperative involvement with maintenance personnel; concern for safe and clean environment; encourages energy conservation program		Implementation Process: (Who, What, Where, How)
	MANAGEMENT OF EQUIPMENT AND MATERIAL INVENTORY:		
	i.e., works with staff to identify needed equipment and material; utilizes resources available in district; understands district's purchasing process; provides for preventive maintenance of equipment; understands district's repair procedures; works with staff to avoid waste of materials		Performance Analysis: 1. Where am I? 2. Where did I say I'd be? 3. What accounts for the difference? 4. What am I going to do about it?

APPRAISAL PROCEDURE

This appraisal plan is designed so that skills and job functions will be evaluated in a way that provides for a personal growth plan on the part of the appraised and includes a team approach to the assessment of accountability in the teaching/learning process. The teams would be made up of high level administrative personnel within the system. This will require the reallocation of time and tasks since it will be necessary for many people to be involved in this process. Present personnel will need to be reallocated and trained in the proper techniques for the appraisal process, and the operating structure of the system will require some modification in order to provide the necessary elements.

The plan calls for paired teams from within the Division of Education to work on a continuing basis with school administrative staff. Central office support personnel will be appraised by their supervisors and building level administrators relative to their ability to enhance individual school success in the above areas. The purpose of this is to achieve the level of communication and accountability required to reach the established educational goals of the Denver Public Schools.

General Procedures

Preevaluation Conference

Identification of current school/department needs as related to system-wide objectives

Mutual development of goals by administrator and evaluator

Translation of job targets into measurable objectives

Identification/selection of activities necessary to bring about job target (goals) achievement

Evaluation

Assess overall job done

Necessitates sufficient contact in usual working area to appraise performance

Constructive communication to bring about performance understanding and improvement

Postevaluation Conference

Extension of evaluation

Dissemination of results

Opportunity to discuss performance review--goals agreed upon, overall performance according to preestablished standards, performance of specific responsibilities

Followup Action

Identified, subsequent activities to reinforce actions taken or recommended in targets or appraisal

Commitments for followup by appraised and appraiser realistically made

Counseling/reevaluation if necessary

Job Targets

To be identified from the broad areas of responsibility; should focus on specific short-range objectives capable of accomplishment during day-to-day job performance

Will involve performance that needs strengthening, improving or maintaining

Set dimensions of task for which appraised will be accountable

Seek to identify needs which are specific, challenging, realistic, manageable, measurable

Time Line

Goals or job targets will be determined with each administrator during the period of August 1 to October 1 each year

Conferences for assessing progress toward goals will be held at least once during each semester but no later than December 15 and April 15

Evaluation conferences for final summary and assessment will generally be completed by June 15 of each year

SUMMARY OF APPRAISAL

Narrative: Comments on this page by the appraiser should summarize the effectiveness of the administrator being appraised as that effectiveness relates to the established job targets and day-to-day performance

The performance of ______________________________ is judged to be:

*Outstanding	( )
More than satisfactory	( )
Completely satisfactory	( )
Less than satisfactory	( )
**Unsatisfactory	( )

______________________________ Signature of Appraiser   Date

______________________________ Signature of Appraised   Date

* Complete page 17
** Complete page 16

ADMINISTRATOR APPRAISAL

EVIDENCE OF OUTSTANDING PERFORMANCE

On this page the appraiser should state in concise form how the appraised exceeded expectations of pre-determined goals.

Area of Outstanding Performance	Evidence of Outstanding Performance

235

497

Signature of Appraiser Date

Signature of Appraised Date

498

ADMINISTRATOR APPRAISAL

NOTIFICATION OF UNSATISFACTORY PERFORMANCE

You are hereby notified that as a result of appraisal your performance in the following area(s) has been judged to be unsatisfactory:

Area(s) of Deficiency:

236

Deficiencies should be overcome by:
(Outline Plan for Improvement)

500

499

Signature of Appraiser Date

Signature of Appraised Date

INTRODUCTION

The need to provide quality educational services is of paramount importance to all who have responsibilities for their delivery. Board of Education members, administrators, teachers, and all others engaged in the educational enterprise are obligated to hold themselves accountable for their performance. In fulfilling this obligation, the need for an evaluation process that will contribute more positively to this end is self-evident.

The question is what kind of an evaluation program? Traditionally, school systems have relied upon check lists and rating scales to judge the quality of performance of teachers and administrators. The rater, after periodically observing the individual, completes a rating form purported to estimate the level of effectiveness of the individual. Unfortunately, this "report card" type of evaluation has not done very much to motivate improvement and often has contributed to apprehension and defensiveness on the part of the person being evaluated.

In recent years, a trend has emerged that is changing the focus of the evaluation process. The emphasis is upon making it a deliberate means of improvement rather than a post-performance rating process.

Evaluation by objectives stresses initially a clearer definition of duties and responsibilities. Once the criteria which will be used to assess the effectiveness of performance are determined, the individual is enabled to identify needs and areas to emphasize. This facilitates the formation of more relevant objectives and action plans to achieve them. Assessment is based upon results attained and the effectiveness of overall performance in areas of responsibility in which specific objectives may not have been established.

This type of evaluation puts a premium upon interactions and working relationships that are quite different from conventional programs.

Elevating the role of the evaluatee. The person being evaluated becomes a peer participant. Cooperation is the keystone of the process.

Emphasis upon needs. An opportunity is provided wherein the person being evaluated and the evaluator work together to identify areas that may need emphasis or in which improvement can be made. The thrust is upon increasing effectiveness in these areas.

Need for higher trust levels. The roles of the evaluatee and evaluator change from a superior-subordinate relationship to shared participation in the improvement process. This puts a high premium upon a greater trust level between the two.

Making evaluation a positive process. Evaluation by objectives, when carefully carried out, becomes a more positive rather than a neutral, or even, a negative process.

Less of a "win-lose" emphasis. In the quest for deliberate increased competency, evaluation becomes less of a win-lose proposition and puts the emphasis upon cooperatively planned improvement.

Evaluation by objectives, in a sense, is a form of clinical supervision. Obviously, it will not solve all educational problems, but it can be a marked improvement over conventional assessment provided those participating in the process seize the opportunity to make it the means of measuring accomplishments more systematically and constructively.

PURPOSES OF EVALUATION

The prime purpose of evaluation is to increase the competency of the individual and thereby provide a higher level of service for those whom the school serves. There are many purposes, however, that can be achieved by means of a sound, well-implemented evaluation program. Some of these are

1. Improve the quality of the total educational program.
2. Create an awareness, among those involved in the evaluation process, that improvement of the educational program has a high priority.
3. Integrate the evaluation program with the on-going teaching/learning/administrative process.
4. Improve the teaching/learning/administrative process.
5. Increase the validity and reliability of decisions to grant continuing contracts.
6. Provide appropriate assistance for those whose performance may fall below the satisfactory level.
7. Define and document the dimensions of deficiencies in instances where and when contract renewal may be an issue.
8. Clarify duties, responsibilities, and job expectations of those being evaluated.
9. Use the performance criteria to assess the strengths and weaknesses of candidates being considered for employment.
10. Promote better communication.
11. Identify areas where improvement is needed and suggest concrete ways to bring it about.
12. Promote better planning and design objectives which are responsive to needs and design a plan of action that will likely attain the objectives. Cooperatively assess the results achieved.
13. Provide written progress reports so that the evaluatee will not have to rely only upon oral comments of the evaluator.
14. Stimulate professional growth and development.
15. Build a commitment to the concept of accountability in performance.

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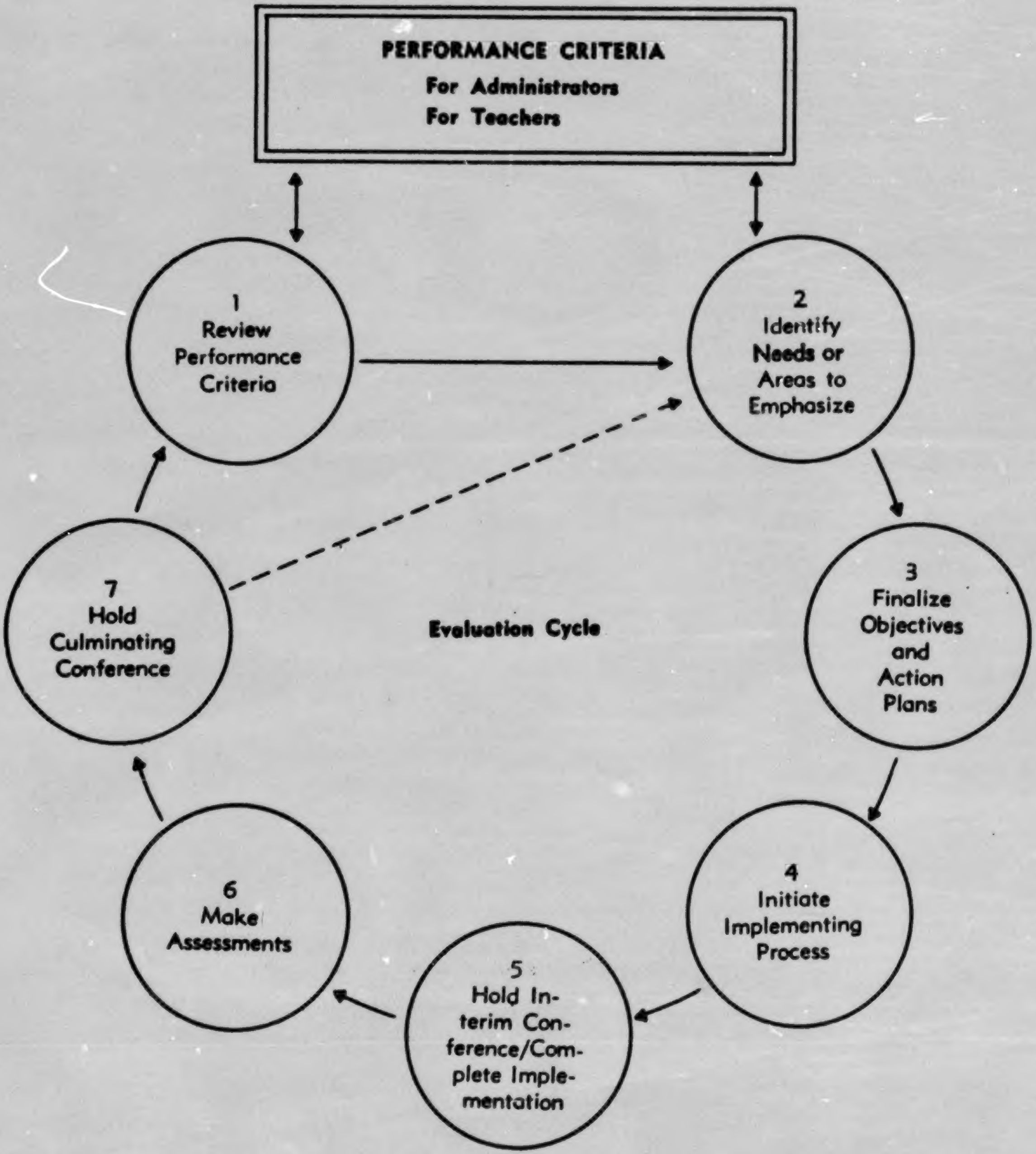
FORT THOMAS EVALUATION MODEL


PERFORMANCE CRITERIA
For Administrators
For Teachers
1 Review Performance Criteria
2 Identify Needs or Areas to Emphasize
3 Finalize Objectives and Action Plans
4 Initiate Implementing Process
5 Hold Interim Conference/Complete Implementation
6 Make Assessments
7 Hold Culminating Conference
Evaluation Cycle

RELATIONSHIP OF DISTRICT/SCHOOL/INDIVIDUAL GOALS AND OBJECTIVES

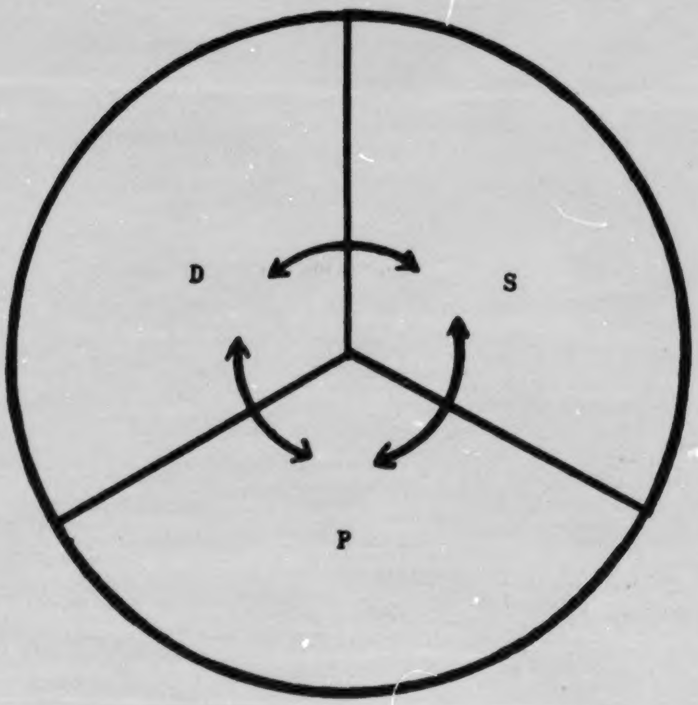
It is reasonable to assume that, from time to time, the Board of Education will develop long and short-term goals and will promote their attainment. Likewise, principals and teachers will formulate goals for their schools. Usually, district and school goals stress aspects of program attainment and evaluation.

The question arises whether or not program goals can and should be related to individual objectives of teachers and administrators. Wherever possible, district/school/and individual goals and objectives should be tied together. The Fort Thomas program strongly advocates these interrelationships. The diagram, below, is provided to show these relationships.

P — INDIVIDUAL OBJECTIVES

D — DISTRICT LEVEL GOALS

S — SCHOOL LEVEL GOALS



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DEFINITION OF ROLES

PRIME EVALUATOR	The one who is directly responsible for the supervision of the evaluatee and makes the assessments of his or her performance.
CONTRIBUTOR	One who holds a position in relation to the evaluatee that makes it possible to provide consultation and assistance to the evaluatee and/or the evaluator.
ASSISTANT PRINCIPAL	At the direction of the principal, works with evaluatees and department heads in various phases of the evaluation process in ways that may assist the: a) Evaluatee b) Department Head c) Prime Evaluator
SUPERVISOR OF INSTRUCTION	Serves in a resource capacity to faciliate the carrying out of the evaluation process, performing such services as: a) Providing inservice assistance to those involved in the process. b) Giving advice and assistance in the formulation of instructional objectives and action plans. c) When requested, may observe the evaluatee and make suggestions to improve performance. d) Responds to requests to diagnose difficulties being encountered in the attainment of objectives and action plans and makes suggestions to overcome the problems.
DEPARTMENT HEAD	Serves in the capacity of a contributor in the evaluation process in the following manner: a) Confers with the evaluatee with regard to the latter's needs (Step 2); assists the evaluatee in drafting potential objectives. b) Assists the evaluatee in the implementation process, including classroom observations (Steps 4 and 5). c) Confers with prime evaluator, as requested, regarding progress the evaluatee is making in the achievement of the objectives. d) Makes recommendations to the prime evaluator with regard to the assessments of results.
PRINCIPAL	Serving in the capacity of prime evaluator: a) Reviews evaluatee's proposed objectives, (Step 3). b) Observes evaluatee and makes suggestions; confers with Department Head; confers with evaluatee as circumstances require, (Steps 4 and 5) c) Assesses performance of evaluatee (Step 5). d) Conducts culminating conference with evaluatee (Step 7).
SUPERINTENDENT	Serves in the capacity of prime evaluator of the administrators.

HOW EVALUATIONS WILL BE MADE

Evaluations will consist of (a) in-depth assesments of the extent of attainment of specific objectives and (b) general assessments of effectiveness in the major areas of responsibility.

Prime Evaluator — The prime evaluator, the one directly responsible for the supervision of the evaluatee, assesses the performance of the evaluatee.

Contributor — Provides consultation and assistance to the evaluatee and evaluator in carrying out the evaluation process.

Evaluation Process — Evaluations are made in the following manner:

1. **Performance Criteria** — These describe the content and scope of responsibilities. (THEY SHOULD NOT BE CONSIDERED CHECKLIST ITEMS UPON WHICH EVALUATIONS ARE MADE).

2. Review the performance criteria. Check district and building goals. Determine needs and areas to be emphasized. (Step 1 of the process).

3. Conference between evaluatee and evaluator and contributor/s/ (where applicable) to discuss needs and areas to emphasize. Discuss possible objectives and action plans based upon the identified needs. (Step 2).

4. Finalize objectives and action plans. (Step 3). If it is necessary, evaluatee and evaluator should confer to check objectives and action plans.

5. Begin the implementation phase. (Step 4).

6. Hold interim, check-up conference with evaluatee and evaluator participating to see if any modification should be made either in objectives or action plans. (Step 5).

7. Complete assessments. (Step 6).

8. Evaluatee and evaluator hold culminating conference to review results and evaluations and to make plans for the future. (Step 7).

Self-evaluations are conducted by the evaluatee in much the same manner except that conferences with the evaluator are not conducted and assessment of results is done only by the evaluatee.

FREQUENCY OF EVALUATIONS

The following table shows the frequency of evaluations. Individuals may request a full evaluation even though not scheduled for one. Also, individuals whose performance may be considered by the prime evaluator to be less than satisfactory will be evaluated annually even though they may be in continuing contract status.

Status	**Frequency**
Individuals in limited contract status	Evaluated annually
Individuals in continuing contract status	Evaluated biennually

EVALUATION TIMETABLE

Step 1 — Review of performance criteria and Step 2 — Identification of needs/areas of emphasis	Complete on or before Sept. 15
Step 3 — Finalization of objectives/action plans	Complete on or before Oct. 15
Step 4 — Initiation of implementation phase Step 5 — Hold interim, checkup conference	Complete on or before Dec. 1
Step 6 — Complete implementation; complete assessments	Complete on or before Apr. 1
Step 7 — Hold culminating conference	Complete on or before Apr. 15

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WHO EVALUATES WHOM

Evaluatee	Prime Evaluator	Contributors
Classroom Teacher	Principal	A; B; D
Counselor	Principal	A
Librarian	Principal	
Teachers serving more than one school:		
Speech Therapist	Principal (*)	E
Special Education	Principal (*)	E
Art	Principal (*)	
Music	Principal (*)	
Physical Education	Principal (*)	
Principal	Superintendent	
Assistant Principal	Principal	
Department Head	Principal	
Supervisor of Instruction	Superintendent	
Director of Pupil Personnel	Superintendent	
Director of Buildings and Grounds	Superintendent	
Superintendent	Board of Education	

Symbols:

A — Assistant Principal
B — Department Head
C — Principal
D — Other Teacher
E — Director of Pupil Personnel

(*) Superintendent will designate the principal who will serve as prime evaluator in order to equalize the load the evaluator will have and to make the most appropriate match of evaluatee and evaluator.

EVALUATION FOLDER

It is recommended that both the evaluatee and evaluator each set up an evaluation folder in which will be kept the following:

— Worksheet 1 — **Identification of Needs/Areas of Emphasis**

— Worksheet 2 — **Objective/Action Plan Worksheets**

— All **Observation/Conference Reports**

— Any other notes or information that may have a bearing upon the evaluation process

— **Summative Evaluation Report** (the final assessments)

The above items will constitute the basic information which will be used to complete the **Summative Evaluation Report.** The evaluation folder makes it possible to keep all evaluative data in good order.

THE EVALUATION PROCESS

In order that those who will be involved in the evaluation process may understand what's involved in each phase of the program, the following detailed explanations are provided.

PERFORMANCE CRITERIA

For Administrators

For Teachers

It should be reiterated that the performance criteria are NOT items which will be used to evaluate the performance of individuals. The broad areas and indicators are, instead, descriptors of duties and responsibilities. They purport to describe the scope of responsibilities of teachers and administrators.

The way they should be used is as follows:

— Review them to determine if there is any area or indicator that pinpoints an area of need where improvement can be made. If so, note the number of the item. That number can be placed in Column 1 on **Worksheet 1 — Identification of Needs/Areas of Emphasis.**

— Note that at the end of each of the major areas, there are items marked **Other (specify).**

— Suppose none of the numbered items appears to be an area of need, so far as you are concerned, you and your evaluator (and/or contributor/s/) may wish to identify a need of your own. If so, assign it one of the **Other** numbers. It is possible to have more than two of such items, if they truly represent needs or areas of emphasis.

— The only part of the performance criteria that will be used directly in evaluation are the major areas for overall assessments. **The indicators will not be evaluated.**

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PERFORMANCE CRITERIA – TEACHERS (*)

AREA 100 — INSTRUCTIONAL KNOWLEDGE AND SKILLS

Indicators:

101 — Demonstrates a knowledge of subject matter
102 — Shows resourcefulness and variety in planning
103 — Uses instructional materials in ways that best achieve instructional objectives
104 — Manages the instructional plan so that it will meet the individual needs of learners of varying interests and abilities
105 — Demonstrates creativity in instructional procedures
106 — Creates a conducive learning climate
107 — Prepares reports on individual student progress in keeping with school policy
108 — Establishes a routine for daily planning and evaluation
109 — Monitors the progress that learners are making and makes significant comments
110 — Draws out pupils and gets them to achieve at their highest level of ability and potential
111 — Draws upon the skills of specialists and consultant services to enrich the instructional program
112 — Adheres to curriculum guides
113 — Enables students to share responsibility for carrying out classroom activities
114 — Provides opportunities and materials for creative work
115 — Designs questions to develop critical thinking
116 — Explains clearly and willingly to bring about understanding
117 — Praises unusual ideas, original thinking, and divergent thoughts
118 — Other (specify)
119 — Other (specify)

AREA 200 — STUDENT MANAGEMENT

Indicators:

201 — Demonstrates leadership that encourages student self-discipline
202 — Handles behavior problems individually and privately
203 — Is consistent and fair in handling behavior problems
204 — Promotes the safety, health, and welfare of students
205 — Recognizes the individual needs and worth of each student
206 — Creates positive self-image in working with the student
207 — Sets reasonable limits of student behavior
208 — Maintains good rapport with students
209 — Seeks out the real causes of student misbehavior and works to correct them
210 — Enlists the cooperation of students in setting up behavior standards
211 — Shares with students the enjoyment of humorous situations
212 — Other (specify)
213 — Other (specify)

AREA 300 — SCHOOL/COMMUNITY RELATIONS

Indicators:

301 — Creates a favorable professional image in the community
302 — Interprets school policies, programs, and activities to parents and patrons
303 — Confers with parents about the progress of their students
304 — Encourages parents to visit school, especially at Open House
305 — Is sensitive to the concerns of parents
306 — Encourages parent participation in school activities
307 — Makes sure that oral and written communications to parents are clear, accurate, and carefully composed
308 — Other (specify)
309 — Other (specify)

* Applicable for department heads also

AREA 400 — PROFESSIONAL GROWTH AND RESPONSIBILITIES

Indicators:

401 — Accepts and enforces school policies
402 — Holds membership and participates in professional organizations
403 — Accepts assignments on professional committees
404 — Participates in curriculum development and revision
405 — Engages in professional improvement activities
406 — Keeps abreast of development in field of specialization
407 — Adds to knowledge in subject matter taught
408 — Participates in inservice activities
409 — Applies knowledge gained from travel, course work, reading, and other enrichment activities
410 — Is fair, impartial, flexible, and unbiased
411 — Maintains good mental health
412 — Demonstrates broad human understanding
413 — Is cooperative
414 — Is punctual
415 — Demonstrates dependability
416 — Shows resourcefulness and adaptability in the performance of responsibilities
417 — Communicates in a positive manner with community, students, and colleagues regarding school and district activities
418 — Meets people with poise and uses tact working with people
419 — Is influential in developing high morale of students, teachers, and other employees
420 — Adjusts to frustrations and unpleasant situations
421 — Identifies needs for budget allocations
422 — Assumes responsibility for all monies collected and in keeping accurate records
423 — Follows established policies in purchasing items required in carrying out the instructional program
424 — Files all required reports on time
425 — Respects confidentiality in interpersonal relationships
426 — Other (specify)
427 — Other (specify)

AREA 500 — UTILIZATION OF RESOURCES

Indicators:

501 — Assumes responsibility for the care and security of school property
502 — Identifies needs for physical facilities
503 — Keeps inventories up-to-date
504 — Encourages students to take care of school property
505 — Other (specify)
506 — Other (specify)

AREA 600 — INSTRUCTIONAL AND ADMINISTRATIVE LEADERSHIP (For Department Heads and Teacher Coordinators Only)

Indicators:

601 — Provides for attendance at workshops, institutes, courses, conferences relevant to continuing professional development

602 — Involves staff members in policy formation and decisions

603 — See that materials and supplies are procured and distributed promptly

604 — Sees that instructional materials and supplies are used efficiently

605 — Assists teachers in making short and long-range plans

606 — Perfects skills in evaluating staff members

607 — Establishes standards to guide teachers in evaluating student progress and monitors their implementation

608 — Creates awareness of the importance of instructional innovations and provides opportunity for staff members to visit to observe innovative programs

609 — Identifies and responds to problems that arise in the pursuit of the instructional program

610 — Relates the curriculum to the needs and expectations of the community

611 — Helps develop programs that meet the needs of all students regardless of the nature of these needs

612 — Assists teachers in developing skills in working cooperatively with children

613 — Creates an atmosphere that promotes circular communication

614 — Participates in the recruitment and selection of personnel

615 — Conducts induction and orientation activities that are responsive to needs of the staff

616 — Makes self readily accessible to staff members who have concerns and problems

617 — Keeps alert to ways to improve working conditions for all staff members

618 — Promotes good work habits for members of the staff

619 — Gives recognition for work well done; gives praise when due; uses criticism constructively

620 — Uses evaluation as a process to achieve higher levels of efficiency

621 — Practices good human relations in staff management

622 — Recognizes the differing needs of staff members as individuals

623 — Respects the confidentiality of personnel records of staff members

624 — Corrects conditions that may endanger the health, safety, and welfare of students and staff

625 — Is responsive to programs, staff, and building needs in preparing the school budget or school district budget

626 — Follows bidding procedures mandated by statute, state board of education regulations and local board policy

627 — Maintains up-to-date inventory of equipment and facilities

628 — Maintains proper accounting practices

629 — Makes realistic budget requests

630 — Administers the department budget in accordance with established board policy

631 — Prepares and submits correct reports on time and plans a continuous, on-going inservice training program for those in the department

632 — Utilizes both short and long range planning to improve department head effectiveness

633 — Other (specify)

634 — Other (specify)

PERFORMANCE CRITERIA – ADMINISTRATORS

AREA 100 — INSTRUCTIONAL LEADERSHIP

Indicators:

101 — Provides for attendance at workshops, institutes, courses, and conferences relevant to continuing professional development

102 — Works with school board members, lay citizens, teachers and other school personnel, and students to develop goals and objectives for the school system

103 — Involves staff members in policy formation and administrative decisions

104 — Sees that materials and supplies are procured and distributed promptly

105 — Sees that instructional materials and supplies are used efficiently

106 — Makes improvements and refinements in the master schedule for teachers and students

107 — Assists teachers in making short and long-range plans

108 — Perfects skills in evaluating staff members

109 — Establishes standards to guide teachers in evaluating student progress and monitors their implementation

110 — Creates awareness of the importance of instructional innovations and provides opportunity for staff members to visit to observe innovative programs

111 — Identifies and responds to problems that arise in the pursuit of the instructional program

112 — Relates the curriculum to the needs and expectations of the community

113 — Develops programs that meet the needs of all students regardless of the nature of those needs

114 — Assists teachers in developing skills in working cooperatively with children

115 — Creates an atmosphere that promotes circular communication

116 — Other (specify)

117 — Other (specify)

AREA 200 — PUPIL PERSONNEL SERVICES

Indicators:

201 — Maintains current census files of all school age persons

202 — Conducts a wide variety of extra-curricular activities to serve the varying needs of students

203 — Maintains and safeguards student records

204 — Provides for a responsive guidance and counseling program

205 — Administers a comprehensive and continuous testing program to measure student aptitudes and achievement

206 — Adheres to district-wide policies and procedures with regard to meeting the needs of exceptional children

207 — Interprets test results to parents in a manner that will be meaningful and understandable

208 — Promotes good attendance

209 — Is fair and consistent in handling discipline problems

210 — Involves students in establishing and maintaining standards of good behavior

211 — Handles suspension and expulsion cases in strict conformance with statutes and district policies

212 — Other (specify)

213 — Other (specify)

AREA 300 — SCHOOL/COMMUNITY/PUBLIC RELATIONS

Indicators:

301 — Develops survey instruments designed to elicit information from the community about the citizens' expectations for the school system
302 — Plans, directs, and evaluates a systematic communication effort.
303 — Returns telephone calls and answers mail promptly
304 — Involves lay citizens in volunteer roles
305 — Uses a variety of techniques and methods to communicate with the various external and internal publics
306 — Provides news stories and information regarding school programs to newspapers, radio, and TV stations
307 — Makes self readily accessible to meet with community groups
308 — Invites community groups (such as PTA) to participate in school activities
309 — Encourages students to participate in community activities
310 — Makes contributions to publications of the school district
311 — Schedules extra-curricular activities to encourage maximum participation by the community
312 — Stresses staff awareness of the importance of constructive school-community relationships
313 — Involves citizens, students, and staff in decision making in the area of school-community-public relations
314 — Encourages citizens to visit schools, especially at Open House
315 — Works with staff members to upgrade their skills in communicating with parents and community
316 — Responds promptly to the concerns of parents of the school and school system
317 — Other (specify)
318 — Other (specify)

400 — PROFESSIONAL GROWTH AND RESPONSIBILITIES

Indicators:

401 — Accepts and enforces school policies
402 — Holds membership and participates in professional organizations
403 — Accepts assignments on professional committees
404 — Participates in curriculum development and revision
405 — Engages in professional improvement activities
406 — Keeps abreast of development in field of specialization
407 — Adds to knowledge in leadership know-how
408 — Participates in inservice activities
409 — Applies knowledge gained from travel, course work, reading, and other enrichment activities
410 — Is fair, impartial, flexible, and unbiased
411 — Other (specify)
412 — Other (specify)

AREA 500 — PERSONNEL MANAGEMENT

Indicators:

501 — Considers individual differences of certificated employees when making classroom and extra-curricular assignments
502 — Identifies school employees for services rendered in excess of those normally required in conjunction with a position or an assignment
503 — Participates in recruitment and selection of personnel
504 — Conducts induction and orientation activities that are responsive to the needs of the staff
505 — Makes self readily accessible to staff members who have concerns and problems
506 — Keeps alert to ways to improve working conditions for all staff members
507 — Promotes good work habits for members of the staff
508 — Gives recognition for work well done; gives praise when due; uses criticism constructively

509 — Uses evaluation as a process to achieve higher levels of efficiency
510 — Practices good human relations in staff management
511 — Recognizes the differing needs of staff members as individuals
512 — Respects the confidentiality of personnel records of staff members
513 — Other (specify)
514 — Other (specify)

AREA 600 — HEALTH AND SAFETY MANAGEMENT

Indicators:

601 — Emphasizes both nutritional and educational aspects of the food service program
602 — Conducts periodic fire and tornado drills
603 — Corrects conditions that may endanger the health, safety, and welfare of students and staff
604 — Makes the services of specialists (nurse, speech therapist, Comprehensive Care, etc.) available
605 — Provides team physician for extra-curricular activities
606 — Responds promptly to recommendations that result from inspections of school facilities
607 — Promotes instructional activities that emphasize the importance of good health and safety practices
608 — Provides insurance protection for students and staff engaged in school activities
609 — Makes provision for the physical comfort and well-being of students and staff
610 — Other (specify)
611 — Other (specify)

AREA 700 — GENERAL AND BUSINESS MANAGEMENT

Indicators:

701 — Is responsive to program, staff, and building needs in preparing the school budget or school district budget
702 — Follows bidding procedures mandated by statute, state board of education regulations and local board policy
703 — Maintains up-to-date inventory of equipment and facilities
704 — Prepares investment schedule and invests idle funds
705 — Allocates resources required to finance such activities as inservice, research, outside consultants, professional literature and attendance at professional meetings
706 — Keeps informed as to action being considered by the state legislature that pertains to school operations
707 — Maintains proper accounting practices
708 — Makes realistic budget requests
709 — Administers the budget in accordance with established board policy
710 — Keeps abreast of school laws in the management of finance
711 — Manages non-tax school funds in accordance with good accounting procedures
712 — Keeps physical facilities and grounds in good condition
713 — Provides high quality food services
714 — Supervises the maintenance and custodial staff
715 — Prepares and submits correct reports on time and plans a continuous, on-going inservice training program for all school employees designed to meet the unique reporting requirements of each group
716 — Utilizes both short and long-range planning to improve managerial effectiveness
717 — Other (specify)
718 — Other (specify)

AREA 800 — PERSONAL COMPETENCIES

Indicators:

801 — Identifies potential leaders and encourages them to lead

802 — Protects teachers against unfair criticism

803 — Demonstrates talent and interest in establishing an effective human and public relations program

804 — Displays willingness to change his position when evidence is presented which supports redirection

805 — Consistently carries out commitments

806 — Sees things through

807 — Motivates people to do their best

808 — Maintains good person-to-person relationships

809 — Relies on facts instead of hunches

810 — Demonstrates emotional maturity in dealing with people

811 — Treats causes rather than symptoms

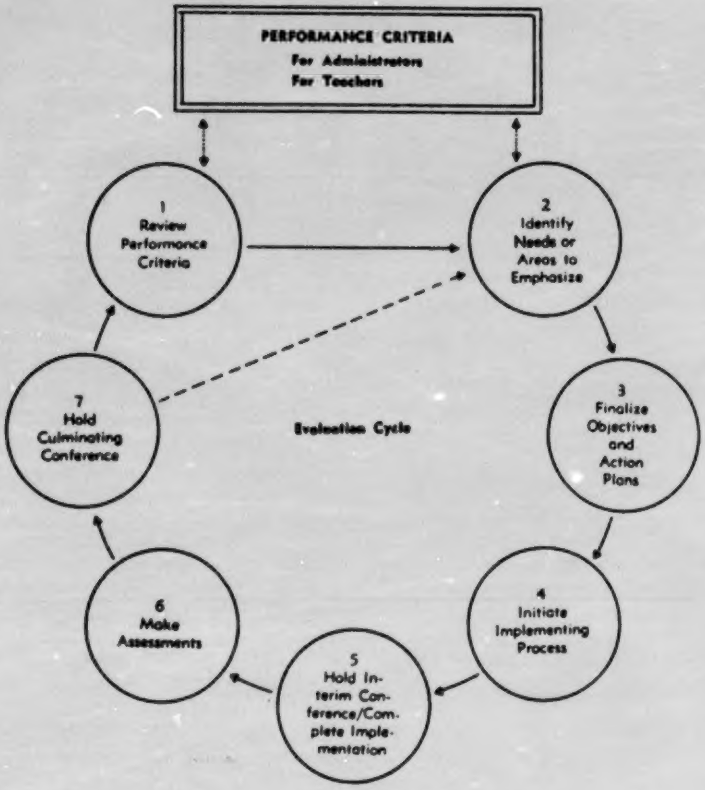
812 — Manages time efficiently

813 — Recognizes importance of a high trust level in interpersonal relations

814 — Other (specify)

815 — Other (specify)

FORT THOMAS EVALUATION MODEL


PERFORMANCE CRITERIA
For Administrators
For Teachers
1 Review Performance Criteria
2 Identify Needs or Areas to Emphasize
3 Finalize Objectives and Action Plans
4 Initiate Implementing Process
5 Hold Interim Conference/Complete Implementation
6 Make Assessments
7 Hold Culminating Conference
Evaluation Cycle

Evaluation Cycle

Step 1
Review Performance Criteria

The purpose of Step 1 is to enable you to begin the evaluation process in a systematic manner. It is important that duties and responsibilities be understood. Knowing what is expected is essential.

The criteria for teachers consist of six broad areas of responsibility, the sixth being for department heads only. The criteria can be used as guidelines in thinking about aspects of your work that you may wish to improve.

It should be understood that in reviewing the criteria, it is not intended that only weaknesses are expected to be identified. It is quite possible that you may want to further strengthen an area of performance in which you are currently competent. Most of the time, however, the focus will likely be upon those aspects of the position that need strengthening.

The indicators are numbered to facilitate their use. No attempt was made to give priority either to certain broad areas or criteria. Area 100 is not regarded as being more important than the other areas.

Department heads will use the Teacher Criteria since the major portion of their work is in teaching. Area 600 is included for their specific use in that it covers most of the duties and responsibilities that they will be called up on perform as department head activities are carried out.

The criteria for administrators consist of eight broad areas of responsibility to encompass the scope of administrative and supervisory duties.The broad areas and indicators, under each, are to be used in the same manner as described above for teachers.

It is important to reiterate that district and school level goals and objectives should be considered as Step 1 is being considered. Wherever possible, these goals and objectives should be included in the review process so that one or more of them may become a part of the individual's list of objectives for the year.

Step 2
Identify Needs or Areas to Emphasize

This is actually a kind of needs assessment phase. Using the performance criteria, as idea generators, analyze areas where you and your evaluator, with the help of the contributor/s/, believe may be appropriate items to develop into specific objectives.

There is no set number to be identified. It may well be that you will identify more than you will later develop into specific objectives. You and your evaluator will settle upon the most important ones and these will become the objectives for the coming year.

You will find **Worksheet 1 — Identification of Needs or Areas of Emphasis** useful in completing Step 2. On that form, use Column 1 to place the number of the indicator that you want to consider. Your evaluator will likewise consider what appears to him to be some of your needs. He will put the numbers of those items in Column 2. When you confer and reach consensus as to the appropriate number (probably from 4 to 6), those numbers will be placed in the third column, the **Consensus Column.**

Step 2 will require a conference between you and your evaluator. Each should fill out the appropriate part of **Worksheet 1** before conferring. This will save time in the conference. If some thought can be given, also, to the statement of the objectives that may be agreed upon, it will give you a headstart on completing Step. 3

It should also be remembered that you should take into consideration district and school goals as you do Step 2. If you can incorporate one or more objectives that will help the district or your school achieve its goals, you should do so.

It is also important to remind you that even if you and your evaluator select an objective from one of the identified needs that later turns out not to be as relevant as you thought, there will be an opportunity in Step 5 to make necessary modifications.

Worksheet 1 — Identification of Needs/Areas of Emphasis follows:

Copies:
No. 1—Evaluatee
No. 2—Evaluator

FORT THOMAS CITY SCHOOLS

WORKSHEET 1
Use in Step 2
TEACHER
CRITERIA

IDENTIFICATION OF NEEDS/AREAS OF EMPHASIS

EVALUATEE: ______________________________

EVALUATOR: ______________________________

SCHOOL YEAR: ______________ DATE: ______________

DIRECTIONS: Evaluatee should use Column 1 in which space is provided for listing indicator numbers that represent needs. Evaluator uses Column 2 for the same purpose. The Consensus Column will be used for items upon which concurrence has been reached. There is no pre-determined number to be listed.

AREAS OF RESPONSIBILITY	Indicators		
	EVALUATEE (1)	EVALUATOR (2)	CONSENSUS
AREA 100 — INSTRUCTIONAL KNOWLEDGE AND SKILLS			
AREA 200 — STUDENT MANAGEMENT			
AREA 300 — SCHOOL/COMMUNITY RELATIONS			
AREA 400 — PROFESSIONAL GROWTH AND RESPONSIBILITIES			
AREA 500 — UTILIZATION OF RESOURCES			
AREA 600 — INSTRUCTIONAL AND ADMINISTRATIVE LEADERSHIP (For Department Heads Only)			

If you use **Other** Indicators, please give them a number and state them in this space or on the other side of this worksheet.

Copies:
No. 1—Evaluatee
No. 2—Evaluator

FORT THOMAS CITY SCHOOLS

WORKSHEET 1
Use in Step 2
ADMINISTRATOR
CRITERIA

IDENTIFICATION OF NEEDS/AREAS OF EMPHASIS

EVALUATEE: ____________________

EVALUATOR: ____________________

SCHOOL YEAR: ____________ DATE: ____________

DIRECTIONS: Evaluatee should use Column 1 in which space is provided for listing indicator numbers that represent needs. Evaluator uses Column 2 for the same purpose. The Consensus Column will be used for items upon which concurrence has been reached. There is no pre-determined number to be listed.

AREAS OF RESPONSIBILITY	Indicators		
	EVALUATEE (1)	EVALUATOR (2)	CONSENSUS
AREA 100 — INSTRUCTIONAL LEADERSHIP			
AREA 200 — PUPIL PERSONNEL SERVICES			
AREA 300 — SCHOOL/COMMUNITY/PUBLIC RELATIONS			
AREA 400 — PROFESSIONAL GROWTH AND RESPONSIBILITIES			
AREA 500 — PERSONNEL MANAGEMENT			
AREA 600 — HEALTH AND SAFETY MANAGEMENT			
AREA 700 — GENERAL AND BUSINESS MANAGEMENT			
AREA 800 — PERSONAL COMPETENCIES			

If you use **Other** Indicators, please give them a number and state them in this space or on the other side of this worksheet.

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STAFF MEMBERS WITH SPECIAL NEEDS

Staff members who may have special needs, especially if renewal of contract may be an issue, should be given special attention by the prime evaluator when needs are being identified at Step 2 in the process.

It is vital that **real** needs be identified at this time. It is encumbent upon the prime evaluator to make sure that these are the needs that are identified and which will become the objectives for the year.

It would be unfortunate, for the individual as well as the school system, if non-relevent objectives were chosen and achieved, but the key deficiencies were left unidentified or not chosen as the basic objectives for the year.

In these instances, the primary responsibility rests upon the prime evaluator to make sure that the dimensions of deficiency are clearly identified and become the objectives for the year.

Step 3

Finalize Objectives and Action Plans

Developing well-designed, relevant objectives and action plans is a critical part of the evaluation process. Specific objectives indicate what is to be done to improve some aspect of your work or to bring about greater achievement in areas where things are going quite well at the present time.

A well-stated objective has three important elements:

1. It should be clearly and explicitly stated.
2. The desired outcome should be indicated.
3. A method of measurement should also be stated.

There are two kinds of objectives: **process** and **product.** A process objective assumes that a desired outcome will be achieved if a series of procedural steps or activities are successfully carried out. (The measurement, in the instance of a process objective, is the successful accomplishment of the steps in the action plan.)

A product objective, on the other hand, puts the emphasis upon actual results as measured by the stated method of measurement. While the action steps will be carried out, as in the instance of a process objective, the extent of accomplishment will be determined by the measurement used.

It is important not to get over-anxious about whether to make your objectives process or product. The important thing to do is to select desirable objectives and to develop a carefully planned course of action (action plan) to achieve them.

Several sample objectives were developed by the planning committee. They can be found in the Appendix. Use them to guide you as you develop your own, but do not regard the examples as being prescriptive in any way.

In deciding your objectives, be guided by the following questions:

1. Are your objectives challenging?
2. Are they realistic?
3. Are they relevant to your needs?
4. Are they reasonably measurable?

Step 4
Initiate Implementing Process

After you and your evaluator have agreed upon your objectives and action plans, begin the implementation process. At the time the objectives were finalized (Step 3), it is likely that understanding was reached regarding such implementing matters as:

1. Ways you and your evaluator will work together.
2. The role of contributor/s/.
3. How and when observations and conferences will be conducted.
4. Kinds of evaluative information that will be collected.
5. Kinds of help you will expect from your evaluator and/or contributor/s/.

In order to provide a record of contacts between evaluatee and evaluator, an **Observation/ Conference Report** is to be used. A copy of that form follows.

It is vital that the lines of communication be kept open between you, your evaluator, and/ or contributor/s/ in all phases of the evaluation process. The emphasis should be upon the achievement of the most favorable results as possible.

Keeping in contact during the year will avoid "surprises" at the end of the process, and this is exceedingly important to the successful implementation of the evaluation program.

Copies:
No. 1—Evaluatee
No. 2—Evaluator

FORT THOMAS CITY SCHOOLS

OBSERVATION/CONFERENCE REPORT

NAME OF EVALUATEE: ____________ SCHOOL/OFFICE: ____________

NAME OF EVALUATOR: ____________ SCHOOL/OFFICE: ____________

NAME OF CONTRIBUTOR: ____________ SCHOOL/OFFICE: ____________

SUMMARY OF: (Check)

________ Observation of: ____________
(date)

________ Conference of: ____________
(date)

Summarize briefly those aspects of performance which were related to the objectives and/or overall performance which were observed or discussed in the conference. Include, wherever possible, suggestions and recommendations which may be useful in further fuller achievements in both areas.

Comments of evaluator or contributor:

Signed ______________________ Date ____________
Evaluator or Contributor

Step 5

Hold Interim Conference/Complete Implementation

The interim conference is suggested in order to check up on how things are going. The **Observation/Conference Reports** will be helpful in deciding if modifications should be made in either objectives or the action plans.

If new situations or conditions have arisen that may have made some of the objectives or action plan activities less relevant, the interim conference will provide an opportunity to make necessary changes. It may be desirable to add or delete one or more objectives. The important thing to remember is that the emphasis needs to be upon what should be done to assure the most successful year possible from the point of view of the evaluatee as well as from the point of view of the school system.

If satisfactory progress is being made and the objectives and action plans are still relevant to needs, few modifications, if any, will be called for. In which case, proceed with the implementation process.

Step 6

Make Assessments

There are two aspects of the assessment process:

1. **Assessment of extent to which objectives were achieved.** This involves: (a) self-assessment by the evaluatee and (b) assessment by the prime evaluator. The assessment symbols used are the following:

E — results **exceeded** desired outcome

M — results **met** desired outcome

B — results were **below** desired outcome

If either an E or B is indicated, an explantion is required in the **Comments** section of the **Summative Evaluation Report.**

2. **Assessment of overall performance in the major areas of responsibility.** These assessments are made by the prime evaluator, using the following symbols:

M — performance **met** expectations

NI — needs improvement

NA — not applicable

Specific indicators from the list of performance criteria may be identified by the prime evaluator with an "E" for "exceeded expectations" or an "NI" for "needs improvement" beyond the assessment symbol given in the Overall Assessment of the Major Areas.

If the prime evaluator indicates either an E or NI, an explanation is required in the **Comments** section of the **Summative Evaluation Report.**

Copies:
No. 1—Evaluatee
No. 2—Evaluator
No. 3—Supt.

FORT THOMAS CITY SCHOOLS

Summative
Evaluation
Form For
Teachers

NAME OF EVALUATEE: ____________ SCHOOL/OFFICE: ____________

NAME OF PRIME EVALUATOR: ____________

SCHOOL YEAR: ____________

Directions: Read the **Handbook of Evaluation Procedures** before filling out this report, especially each of the steps in the procedures.

Write the objectives and action plans on Worksheet No. 2 (OBJECTIVE/ACTION PLAN). The evaluatee will fill out the self-assessment column; the prime evaluator, the other column. Use the assessment symbols indicated at bottom of the page. Consensus is not mandatory. Attach a completed copy of all Worksheets No. 2 at the conclusion of the Summative Evaluation Conference to this form.

Page 35 is filled out by the prime evaluator, using the assessment symbols shown at the bottom of page 35. The evaluatee does not make self-assessments of major areas of responsibility on page 35.

The **Comments** section, page 36, provides space for either or both evaluatee and evaluator to react to the assessments or make general statements regarding the year's work or the evaluation process itself. **Comments are optional.**

Signatures: Signatures do not necessarily signify concurrence, but rather that the evaluation process was completed.

Evaluatee: ____________ Date: ____________

Evaluator: ____________ Date: ____________

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PART I—ASSESSMENTS OF SPECIFIC OBJECTIVES

NOTE: Attach to this page a copy of Worksheet No. 2 representing each objective/action plan worked upon and including the completed assessment section at the bottom of each:

Notes/Comments:

PART II—ASSESSMENTS OF OVERALL PERFORMANCE

DIRECTIONS: The prime evaluator will make a general assessment of overall performance in the MAJOR AREAS OF RESPONSIBILITY of the evaluatee. Use the assessment symbols indicated at the bottom of the page.

MAJOR AREAS OF RESPONSIBILITY	Overall Assessment (Place X in proper space)
AREA 100—INSTRUCTIONAL KNOWLEDGE and SKILLS (C) ______ (NI) ______	C ______ M ______ NI ______ NA ______
AREA 200—STUDENT MANAGEMENT (C) ______ (NI) ______	C ______ M ______ NI ______ NA ______
AREA 300—SCHOOL/COMMUNITY RELATIONS (C) ______ (NI) ______	C ______ M ______ NI ______ NA ______
AREA 400—PROFESSIONAL GROWTH and RESPONSIBILITIES (C) ______ (NI) ______	C ______ M ______ NI ______ NA ______
AREA 500—UTILIZATION OF RESOURCES (C) ______ (NI) ______	C ______ M ______ NI ______ NA ______
AREA 600—INSTRUCTIONAL and ADMINISTRATIVE LEADERSHIP (C) ______ (NI) ______	C ______ M ______ NI ______ NA ______

ASSESSMENT SYMBOLS:

C	Commendation	*NI	Needs Improvement
M	Performance met expectations	NA	Not Applicable

*NI requires explanation in COMMENTS section page 36.

Specific indicators from the list of performance criteria may be identified by the prime evaluator in the spaces provided under each major area above. Space is provided to indicate COMMENDATION (C) for indicators where performance has been outstanding and NEEDS IMPROVEMENT (NI) for those where attention is needed. NI items may well become areas where objectives should be set in the ensuing year.

COMMENTS SECTION

Comments of Evaluatee:

Comments of Evaluator:

Copies:
No. 1—Evaluatee
No. 2—Evaluator
No. 3—Supt.

FORT THOMAS CITY SCHOOLS

Summative
Evaluation
Form For
Administrators

NAME OF EVALUATEE: ____________________ SCHOOL/OFFICE: ____________________

NAME OF PRIME EVALUATOR: ____

SCHOOL YEAR: ____________________

Directions: Read the **Handbook of Evaluation Procedures** before filling out this report, especially each of the steps in the procedures.

Write the objectives and action plans on Worksheet No. 2 (OBJECTIVE/ACTION PLAN). The evaluatee will fill out the self-assessment column; the prime evaluator, the other column. Use the assessment symbols indicated at bottom of the page. Consensus is not mandatory. Attach a completed copy of all Worksheets No. 2 at the conclusion of the Summative Evaluation Conference to this form.

Page 39 is filled out by the prime evaluator, using the assessment symbols shown at the bottom of page 39. The evaluatee does not make self-assessments of major areas of responsibility on page 39.

The **Comments** section, page 40, provides space for either or both evaluatee and evaluator to react to the assessments or make general statements regarding the year's work or the evaluation process itself. **Comments are optional.**

Signatures: Signatures do not necessarily signify concurrence, but rather that the evaluation process was completed.

Evaluatee: ____________________ **Date:** ____________________

Evaluator: ____________________ **Date:** ____________________

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PART I–ASSESSMENTS OF SPECIFIC OBJECTIVES

NOTE: Attach to this page a copy of Worksheet No. 2 representing each objective/action plan worked upon and including the completed assessment section at the bottom of each:

Notes/Comments:

PART II–ASSESSMENTS OF OVERALL PERFORMANCE

DIRECTIONS: The prime evaluator will make a general assessment of overall performance in the MAJOR AREAS OF RESPONSIBILITY of the evaluatee. Use the assessment symbols indicated at the bottom of the page.

MAJOR AREAS OF RESPONSIBILITY	Overall Assessment (Place X in proper space)
AREA 100—INSTRUCTIONAL LEADERSHIP (C) ____________ (NI) ____________	C ______ M ______ NI ______ NA ______
AREA 200—PUPIL PERSONNEL SERVICES (C) ____________ (NI) ____________	C ______ M ______ NI ______ NA ______
AREA 300—SCHOOL/COMMUNITY/PUBLIC RELATIONS (C) ____________ (NI) ____________	C ______ M ______ NI ______ NA ______
AREA 400—PROFESSIONAL GROWTH and RESPONSIBILITIES (C) ____________ (NI) ____________	C ______ M ______ NI ______ NA ______
AREA 500—PERSONNEL MANAGEMENT (C) ____________ (NI) ____________	C ______ M ______ NI ______ NA ______
AREA 600—HEALTH and SAFETY MANAGEMENT (C) ____________ (NI) ____________	C ______ M ______ NI ______ NA ______
AREA 700—GENERAL and BUSINESS MANAGEMENT (C) ____________ (NI) ____________	C ______ M ______ NI ______ NA ______
AREA 800—PERSONAL COMPETENCIES (C) ____________ (NI) ____________	C ______ M ______ NI ______ NA ______

ASSESSMENT SYMBOLS:

C	Commendation	*NI	Needs Improvement
M	Performance met expectations	NA	Not Applicable

*NI requires explanation in COMMENTS section page 40.

Specific indicators from the list of performance criteria may be identified by the prime evaluator in the spaces provided under each major area above. Space is provided to indicate COMMENDATION (C) for indicators where performance has been outstanding and NEEDS IMPROVEMENT (NI) for those where attention is needed. NI items may well become areas where objectives should be set in the ensuing year.

COMMENTS SECTION

Comments of Evaluatee:

Comments of Evaluator:

Step 7

Hold Culminating Conference

The culminating conference is the occasion when evaluatee and prime evaluator compare assessments, discuss their implications, and make plans for the next evaluation cycle.

If good communication has occurred during the year, there should be no surprises at this conference.

The prime evaluator should be prepared to respond to any questions about the assessments given. The evaluatee should be encouraged to be candid about his or her reactions to the assessments.

No special effort should be made to reach consensus on assessments of the extent to which the objectives were achieved. All that is necessary is that the assessments best reflect what took place.

With reference to assessments of overall performance in the major areas of responsibility, the prime evaluator will be making a general assessment. Firm, backup data to support each assessment is not required, however, it is always well to be prepared to give reasonable explanations for the assessments.

Both parties have the opportunity to make comments in the space provided in the **Summative Evaluation Report.** Again, consensus is not required. In fact, signatures on the report merely indicate that the evaluation process has been properly carried out, not necessarily agreement.

It is likely that most culminating conferences will go well. A few may not if the year's work has been below expectations. In such instances, both parties are advised to be as objective as possible with the focus kept on what happened rather than upon feelings, unsupported opinions, and irrelevancies.

At this conference, particular attention needs to be given to those items marked **B** or **NI**. These items should be considered as areas in which objectives should be developed in the next cycle.

In those instances where continuance of contract may be an issue, the prime evaluator is advised to be very objective in commenting upon assessments. What is said verbally should coincide with what is in writing on the Summative Evaluation Report.

RECOURSE FOR DISAGREEMENT WITH ASSESSMENTS

If the evaluatee is in sharp disagreement with the assessments made by the prime evaluator, he or she should state those disagreements in the **Comments** section of the **Summative Evaluation Report.** If necessary, an additional attachment can be made to the report. It is believed that such disagreement will occur infrequently.

It should be made clear that any review of the matter will rest upon the procedural aspects of the evaluation process. If all steps in the procedures have been carefully carried out, the substance of the prime evaluator's assessments should not be open to challenge. In other words, any request for review of the latter's assessments can be made on a procedural, but not on a substantive basis.

EVALUATION ADVISORY COMMITTEE

A ten member evaluation advisory committee is contemplated. Its function will be twofold: (a) to assist in the implementation of the evaluation program and (b) to provide continuing advisement in keeping the program relevant to the needs of the school system. The composition of the committee will be as follows:

Secondary teachers	2
Middle school teachers	1
Elementary teachers	3
*High school principal	1
Elementary principal	1
*Superintendent	1
†*Supervisor, Instruction	1
Board Member	1
Total	11

† Chairman

* Permanent members

The terms of service for the members of this Committee will be two (2) years except for the permanent members who serve ex officio. Of the seven (7) members whose terms rotate, initially four will serve for two years and the remaining three for one year. This will be determined by lot. Thereafter, the rotating committee members would serve for two year terms.

Note: Teachers will be selected by their peers. Elementary principal will be nominated by peers.
Members will serve on a rotational basis to provide continuity of membership.
Each building will have a representative on the committee.

PERIODIC REVISION

The 1976-77 school year, being the "pilot year" will provide information which will be useful in making revisions in the procedures for full implementation in 1977-78.

After the program becomes fully operative, it will still be necessary to keep it up-to-date. **The Evaluation Advisory Committee** will have this as one of its responsibilities.

Experience, over a period of time, will also provide information that can be used to keep the program relevant to the needs of staff members and to the school system as a whole.

Adjustment Process

Evaluation of professional performance, as described in this Handbook, is not an adversary process. Therefore, it is unlikely that many occasions will arise when it may be necessary for an evaluatee to challenge the evaluation given by the primary evaluator. However, if at the conclusion of the evaluation process, the evaluatee believes the summative assessments are (a) inaccurate, (b) unfair or (c) the evaluation procedures were abridged in some manner, he shall have the following recourse:

1 - The evaluatee shall notify the superintendent, in writing, of the compliant, with justification for same.

2 - The superintendent shall conduct a review of the situation and shall make a final determination, based upon the facts in the case, as indicated by reviewing the evaluation data and by interviewing the evaluatee and prime evaluator, either separately or together.

3 - The superintendent shall make the final determination as to his judgment of the situation and shall prepare a written report for attachment to the Summative Evaluation Report.

This recourse procedure shall be conducted in the spirit of trying to find a reasonable, cooperative decision.

Should an evaluatee consider it necessary to request an alternate evaluator he shall have the following recourse:

1 - On or before August 15, of the year in which the evaluation is scheduled to take place the evaluatee

shall submit a written statement to the superintendent requesting an alternate evaluator.

2 - The written statement shall contain specific information as to why an alternate evaluator is being requested.

3 - Within ten days of the receipt of the request the superintendent shall conduct a review of the situation and shall make a final determination on or before September 1.

4 - The evaluator and evaluatee shall be notified, in writing, of the superintendent's decision within five working days after September 1.

5 - If the superintendent's decision is to appoint an alternate evaluator the appointment shall be made no later than September 10.

If an alternate evaluator is appointed it will be for a period of one school term. The alternate evaluator's role shall not extend beyond the formal evaluation procedure as outlined in the Handbook. The evaluatee's immediate supervisor shall be in charge of all other activities as they apply to the evaluatee.

(This was a recommendation of the superintendent based upon consultation with the board's legal counsel. It has not been discussed with the leadership team or the evaluation advisory committee.)

Adopted by the Fort Thomas Board of Education on December 11, 1978

DEFINITION OF TERMS

ACTION PLAN	A sequential list of activities that will be carried out to achieve an objective.
CHARACTERISTICS OF OBJECTIVES	Qualities that should be taken into account in deciding the suitability of an objective so that it may be — Challenging — Realistic — Relevant — Measurable
COMPREHENSIVE PROGRAM OF EVALUATION	A program that provides for the evaluation of the performance of both teaching personnel, administrators, and supverisors.
CONTRIBUTOR	One who may be in a position to provide assistance in carrying out the total evaluation process (e. g., assistant principal, department head, another teacher).
CULMINATING CONFERENCE	The meeting of the evaluatee and evaluator (Step 7 in the Fort Thomas plan) to discuss the implications of the year's work and to make plans for the future.
ELEMENTS IN AN OBJECTIVE	Three aspects of an objective that make it well-constructed, consisting of — An explicit statement — A desired outcome — Method of measurement
EVALUATEE	The individual who is being evaluated.
EVALUATOR	See "prime evaluator."
EVALUATION ASSESSMENTS	The estimates of accomplishment of the specific objectives and overall effectiveness in broad areas of responsibility.
EVALUATION BY OBJECTIVES	A process of evaluation based upon the development of specific goals followed by a course of action designed to attain the goals, with assessments of the extent of accomplishment plus an overall assessment of effectiveness in all the other aspects of responsibility.
EVALUATION CYCLE	The seven-step process in the Fort Thomas Evaluation Model resulting in a full evaluation of performance.
EVALUATION DATA	Information, usually obtained by observations and/or other contacts between the evaluatee and evaluator, that will shed light upon the progress which is being made in the performance of duties and responsibilities and in the attainment of specific objectives.
EVALUATION FOLDER	A folder, kept by both evaluatee and evaluator, in which all worksheets, forms, and other information can be kept that relates to the carrying out of the evaluation process.
EVALUATION MODEL	The graphic description of the sequential steps in the Fort Thomus Evaluation Program.
EVALUATION TIMETABLE	The specific steps in the Fort Thomas evaluation process with dates for completion.

FOLLOW UP	The plans agreed upon in the culminating conference by the evaluator and evaluatee which the latter may wish to continue in the coming year or in the next evaluation cycle.
FREQUENCY OF EVALUATIONS	The stated intervals at which full evaluation is to take place.
FULL EVALUATION	The completion of all seven steps in the Fort Thomas Evaluation Cycle.
IMPLEMENTATION OF ACTION PLANS	Carrying out the activities which are stated in the plan of action for each objective.
INDICATORS	The sub-points (elements) under each broad area of responsibility which help to define the scope of that area.
INTERIM CONFERENCE	A meeting of the evaluatee and evaluator about midway in the evaluation process (Step 5 of the Fort Thomas program) at which decisions are made about modifying objectives, changing action steps, or adopting new objectives, if necessary, in order to keep the action plan on target.
INTERRELATIONSHIP OF DISTRICT/SCHOOL/ INDIVIDUAL GOALS AND OBJECTIVES	The development of a series of objectives that will include, where possible, one or more that will reflect current district and school goals in addition to those that are purely individual in thrust.
NEEDS OR AREAS TO EMPHASIZE	Those items (indicators) under major areas of the performance criteria which may be identified as being possibilities for developing specific objectives. These needs are identified in Step 2 of the Fort Thomas Evaluation Program.
OBJECTIVES	The statements of specific intentions to accomplish desired outcomes by means of a planned course of action.
OBSERVATIONS	Visitations or contacts conducted by the evaluator to ascertain the status of achievement of objectives or the overall performance of the evaluatee.
PARTIAL EVALUATION	Basically self-evaluation in which the individual completes all of the steps in the Fort Thomas Model except Step 7. Partial evaluation presumably would take place in the year when full evaluation is not required. (See definition of self-assessment).
PERFORMANCE CRITERIA	The duties and responsibilities, expressed in terms of broad areas and indicators under each, for teachers and administrators.
PRIME EVALUATOR	The person who has direct supervision over the evaluatee and who makes the primary assessment of the accomplishments and effectiveness of the evaluatee.
PROCESS OBJECTIVE	An objective that is explicitly stated and has a desired outcome indicated, but does not specify a method of measurement, the latter being achieved through the fulfillment of the steps in the action plan.
PRODUCT OBJECTIVE	One that has all three elements indicated; namely, explicitly stated, outcome expressed, and the method of measurement included. The emphasis in a product objective is upon an achieved result.
PURPOSES OF EVALUATION	The justification (**raison d'etre**) for the process itself.
SELF-ASSESSMENT	The process of evaluation carried out by the evaluatee with minimum participation by the evaluator. The individual determines needs, sets objectives and action plans, carries them out, assesses results as a self-initiated and self-implemented process.
STEPS IN ACTION PLAN	The activities which will be carried out to achieve a specific objective.

HPPS

TEACHER EVALUATION PROCEDURES

DEVELOPED BY
TEACHER EVALUATION PLANNING COMMITTEE
HIGH POINT PUBLIC SCHOOLS
HIGH POINT, NC
1977

Approved by the High Point City Board of Education, September 15, 1977

This procedure will be evaluated annually.

STATEMENT OF PHILOSOPHY OF TEACHER EVALUATION

(Credit is due the State of Hawaii, Department of Education, Office of the Associate Superintendent for Personnel, for its statement of the Evaluation of Teacher Competence, from which the following statement of philosophy was adapted.)

The High Point Public School System is responsible for providing the best possible educational opportunity for every student enrolled in the school system. This responsibility means that it is necessary to hire the most competent teachers available and to retain only those teachers who:

1. Demonstrate effort in helping students achieve to their greatest capacity to learn.
2. Demonstrate a satisfactory ability to teach in their subject matter fields.
3. Work cooperatively with their colleagues and administrators.
4. Demonstrate behavior congruent with high professional and ethical standards.
5. Accept their share of responsibility for making their school an institution for successful learning.

The teacher and principal evaluator must understand and follow the spirit and intent of the evaluation program and it becomes imperative that the evaluation procedures be followed for temporary, probationary, or tenured teachers.

The principals have the direct responsibility for the supervision and evaluation of the entire teaching staff of the school. In the evaluation process, the principals' goals are two-fold:

a. must advise teachers of ways they may improve their instruction and provide assistance in achieving indicated goals and
b. must rate teacher performance as objectively as possible.

Early identification of teachers who need improvement and who are unsatisfactory must be made so that assistance can be given these teachers. The following factors should be considered in the evaluation of teachers:

- the teacher's total teaching responsibilities
- the ability level of students
- the number of students
- the help and aids given by supervisory and administrative personnel
- the physical room assignments
- the equipment, materials, and textbooks made available
- the additional duties that interfere with classroom teaching
- the presence of students with special problems

The justification for evaluation of instructional personnel is the positive effect of the evaluation system on the education of young people. The High Point Public School System accepts the premise that improving teacher performance is the suitable outcome of the evaluation process. A major goal of evaluation, therefore, is to help teachers improve and gain greater competence in their profession. As teachers become more competent, instruction improves.

The teacher evaluation program used by the High Point Public Schools provides for input from both the evaluator and the one being evaluated. When the two parties participate in the assessment of teacher performance, professional needs and difficulties can be identified early and plans can be made for regular and consistent help. As the evaluation points to specific areas in which a teacher needs to improve, a program of assistance can be arranged by both the principal or evaluator and teacher. A needs improvement or unsatisfactory rating will trigger immediate special assistance for the teacher in a timely fashion. The evaluation program, thus, includes opportunities which may involve in-service training and other professional activities to upgrade teacher competency.

Observations, conferences and evaluations included in this process also provide data for administrative decisions on continued or discontinued employment and other personnel decisions. Such decisions, however, are results rather than the primary focus of evaluation.

Evaluation can be a process of motivating, stimulating, aiding and encouraging insightful action. To insure this process, the evaluator must understand that careful supervision and constructive guidance are essential aspects of personnel evaluation.

OVERALL PURPOSE

The overall purpose of teacher evaluation in the High Point Public School System is to enable teachers to achieve professional growth and development and thereby enhance quality educational experiences for the students within the school system.

SPECIFIC PURPOSES

The evaluation process will:

1. Identify and recognize outstanding achievement.
2. Recognize participation in related activities beyond the normal range of duties and responsibilities.
3. Enable teachers to engage in self-improvement activities.
4. Facilitate making personnel decisions.
5. Recognize justifiable reasons for failure to achieve desired results.
6. Identify and define areas needing improvement, suggesting and providing ways to improve those areas.

New and probationary teachers must be evaluated each year. Tenured teachers must be evaluated every other year.

The principal may decide how to divide the evaluation of tenured teachers. (See Timetable of Accomplishments on page 7)

STEPS IN TEACHER EVALUATION PROCESS

Pre-Evaluation Preparation	1. Present Evaluation Program to Staff 2. Conduct City-Wide Orientation-Explanation of Program 3. Hold Pre-Observation Conference
Implementation Process	4. Conduct Initial Observation and Share Observation Report 5. Hold Follow-up Conference (If requested) 6. Conduct Additional Observation and Follow-up (As may be necessary as indicated in Step 5)
Evaluation Process	7. Complete Summary Evaluation Report/ Hold Summary Evaluation Conference

Explanations of Steps in Teacher Evaluation Process

Step 1 Present Program to Staff

Each staff member is to have a copy of the handbook of evaluation procedures. (After the first year, the procedures need to be distributed only to new staff members. Additional copies should be on hand to replace lost or misplaced copies previously distributed to staff members.)

Step 2 Conduct Orientation-Explanation of Program.

Conduct City-wide Orientation of Evaluation Program (for all teachers the first year and for all new teachers in following years).

Step 3 Hold Pre-Observation Conference

This conference, involving the teacher and principal, is an opportunity for the two to review the evaluation criteria and to discuss plans for the first observation, time, place, etc.

During this conference, plans for the year may be discussed. An optional work plan form is provided for that purpose to be used at the teacher's discretion.

Step 4 Conduct Initial Observation and Share Observation Report

The date of the initial observation will have been cooperatively determined by the teacher and principal.

An Observation Report is required following this observation, using the form provided for that purpose. This report is to be provided the teacher within one calendar week following the initial observation. The report is to be given the teacher in person and signatures obtained at that time.

At the secondary school level, the principal in charge of instruction is the primary evaluator; however, the principal in charge of administration will observe the performance of the teacher in those areas regarded as being in administration and will provide the teacher with an Observation Report of all observations. The Summary Evaluation Report for the teacher will reflect the combined judgment of the principals.

Step 5 Hold Follow-up Conference (If requested)

If either the teacher or principal feels a Follow-up Conference is necessary, such a request will be honored by the other and scheduled at a time convenient to both within two calendar weeks.

Step 6 Conduct Additional Observation/s/ and Follow-up/s/

The decision regarding the need for subsequent observation/s/ and follow-up/s/ depends upon the outcome of the Follow-up Conference, Step 5. Some subsequent observations may be mutually planned by teacher and principal. However, spontaneous observations of all teachers may be made by the principal/evaluator at any time. Observation reports are required after all observations (if the evaluator feels improvement is needed).

A supervisor may be requested, by either the teacher or principal, to conduct one or more observations to supplement those made by the principal. Supervisors serve in a consulting capacity, not as prime evaluators.

Step 7 Complete Summary Evaluation Report/Summary Evaluation Conference

The Summary Evaluation Report, reflecting assessments of overall performance as described in the evaluation criteria, is completed by the primary evaluator.

After the Summary Evaluation Report is completed, a Summary Evaluation Conference will be scheduled, at which time the primary evaluator will explain the assessments, answer questions, and talk with the teacher about plans for the next scheduled evaluation cycle. All record information regarding the teacher's evaluation must be made available at that time and kept confidential.

EVALUATING UNSATISFACTORY TEACHING PERFORMANCE

The steps in the evaluation process for teachers whose performance is regarded as being unsatisfactory are the same as for all other persons. There are, however, some particular emphases that have to be made that are different. Whenever it becomes apparent that the services of an individual are unsatisfactory, concentrated efforts will be made to address the problem. The length of time required to correct the deficiencies will, obviously, be determined by the seriousness of the problem.

> In order that it will be clear that teacher and evaluator clearly understood the contents of this process, a place is provided on the Summary Evaluation Report for both to initial. These initials will be an indication that the understanding did exist.

1. Deficiencies must be carefully, completely and explicitly defined.
2. Evidences for each deficiency have to be stated in writing.
3. Cooperatively determined steps to be taken to correct each deficiency must be clearly stated in writing.
4. The assistance will be initiated immediately and continually provided to the extent possible within the limits of the school system's resources.
5. These steps may include:
   a. Conferences with an immediate supervisor or other resource persons who can assist the teacher.
   b. Pertinent literature selected by the teacher, principal, or other resource persons.
   c. Observation of and conferences with peers.
   d. Workshops or college courses.
   e. Use of any other resources available at the time.
6. All observations needed must be made; all follow-up reports must be provided promptly with particular attention to recommendations.
7. Follow-up conferences must be held promptly with written records.
8. Complete and careful records of all help given and all contacts made must be kept with copies of each given to the teacher.
9. Summary assessments must reflect the total evaluative data and information that has been developed during the year.
10. All recommendations on the Summary Evaluation Report must be substantiated with appropriate back-up data.
11. Any explanations or denial relating to observation reports, complaints, suggestions, on the summary report that the teacher desires to make shall be attached to such reports and shall be placed in the file.

It is assumed that the teacher and primary evaluator will work in a cooperative manner throughout the evaluation process with the intent to enable the former to overcome the deficiencies and be assessed as being no longer in unsatisfactory status.

STEPS	Before Oct. 1	Before Dec. 1	Before end of first Semester	As Needed	Six weeks before the end of school	Before June 1
1 2 3	-New teachers -Probationary Teachers up for Tenure -All teachers with unsatisfactory status		-Other Probationary Teachers -Tenure Teachers to be evaluated this year	-Any teacher		
4 5		-New teachers -Probationary teachers up for Tenure -All teachers with unsatisfactory status	-Other Probationary Teachers -Tenure Teachers to be evaluated this year	-Any teacher		
6				-Any teacher		
7					-Unsatisfactory teachers -Probationary teachers	-All others

STEPS

1. Present Evaluation Program to Staff
2. Conduct Orientation-Explanation of Program
3. Hold Pre-Observation Conference
4. Conduct Initial Observation and Share Observation Report (within one calendar week)
5. Hold Follow-up Conference (within two calendar weeks)
6. Conduct additional Observation/s/ and Follow-up/s/ (as may be necessary as indicated in Step 5)
7. Complete Summary Evaluation Report/Hold Summary Evaluation Conference

TEACHER'S OPTION

COPIES:
1st - Teacher
2nd - Principal

WORK PLAN FORM

Teacher: ______________________ School: ______________________

Principal: ______________________ Date: ______________________

DIRECTIONS: Use the space below to state the work plans you intend to carry out to achieve the specific projects/programs/etc. you wish to emphasize during the current school year. This sheet may be attached to Summary Report if teacher desires.

Specific Projects/Programs/etc.	Actions to be Taken

COPIES:
1st - Teacher
2nd - Observer

OBSERVATION REPORT

TEACHER: ______________________ SCHOOL: ______________________

OBSERVER: ______________________ POSITION: ______________________

DATE/OBSERVATION: ______________ TIME: From ____________ To ____________

This observation report form will be used for all observations. Evaluator should fill in all sections that are applicable.

SUBJECT/CLASS/ACTIVITY OBSERVED: ______________________

NUMBER STUDENTS PRESENT: ______________ GRADE LEVEL: ______________

ABILITY LEVEL (WHERE APPLICABLE) ______________________

I. NATURE OF PLANS AND ACTIVITIES OBSERVED: ______________________

II. OUTSTANDING ACTIVITIES OBSERVED: ______________________

III. AREAS NEEDING IMPROVEMENT: ______________________

IV. SUGGESTIONS/RECOMMENDATIONS/COMMENTS ______________________

V. FOLLOW-UP CONFERENCE REQUESTED: (Check)

	By Teacher	By Observer
	____Yes	____Yes
	____No	____No

NOTE: If after follow-up conference there is disagreement, the teacher may respond in writing and attach it to this form.

VI. SIGNATURES: (Signatures indicate that the report has been seen and discussed.)

OBSERVER: ______________________ DATE: ______________

TEACHER: ______________________ DATE: ______________

COPIES:
1st - Cent. Off.
2nd - Principal
3rd - Teacher

SUMMARY EVALUATION REPORT

TEACHER ______________________ SCHOOL ______________________

EVALUATOR ______________________ ASSIGNMENT ______________________

CURRENT STATUS: (CHECK) ______ CAREER; ______ BEGINNING TEACHER; ______ PROBATIONARY

CLASS OF CERTIFICATE __________ (A,C,P,etc.) YEARS TAUGHT ______ CERTIFIED AREAS ______________

THIS EVALUATION REPRESENTS: (CHECK) ______ TOTAL NO. OBSERVATIONS; ______ NO. CONFERENCES

DIRECTIONS: Listed below are criteria that describe the duties and responsibilities of teachers. These include coaching and other duties outside the classroom. Use these criteria in assessing the total performance of the teacher during the year. The assessment symbols, at the right, have the following meanings: HE = HIGHLY EFFECTIVE; E = EFFECTIVE; NI = NEEDS IMPROVEMENT; UN = UNSATISFACTORY; NA = NOT APPLICABLE. Whenever NI or UN are indicated, give explanations or reasons in the COMMENTS space. See definitions of the following criteria in the section of the handbook of evaluation procedures, entitled Evaluative Criteria, Explanations/Definitions.

I. INSTRUCTIONAL SKILLS	HE	E	NI	UN	NA
A. Competence in Subject Matter					
B. Competence in Teaching					
C. Classroom Techniques					
D. Planning					
E. Attention to Individual Differences					
F. Records and Reports					
G. Pupil Evaluation					
H. Teacher-Pupil Relationships					
I. Pupil Management					
J. Learning Environment					

COMMENTS: ______________________

II. PROFESSIONAL ATTITUDES/RELATIONSHIPS/GROWTH	HE	E	NI	UN	NA
A. Professional Growth					
B. Staff Relations					
C. Parent Relations					
D. Professional Responsibilities					
E. Ethics					
F. Involvement in Systemwide Inservice Activities					
G. Participation in Curriculum Development					
H. Sets and Adheres to High Performance Standards					

COMMENTS: ______________________

III. SERVICES OTHER THAN CLASSROOM INSTRUCTION	HE	E	NI	UN	NA
A. Participation in Sponsorship of Student Activities					
B. Participation in Sponsorship of Student Clubs, Etc.					
C. Accepts Share of Assigned Supervisory Activities					
D. Shares in School and Systemwide Committee Assignments					

LIST OF SPECIFIC SERVICES PERFORMED DURING YEAR (Teacher completes this section; principal reviews, verifies, and initials to signify concurrence.)

COMMENTS: ______________________

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SUMMARY EVALUATION REPORT

IV. PERSONAL CHARACTERISTICS	HE	E	NI	UN	NA
A. Personal Appearance					
B. Health					
C. Enthusiasm for Teaching					
D. Initiative					
E. Punctuality					
F. Dependability					
G. Personality					
H. Quality of Voice					
I. Willingness to Work					
J. Objectivity					

COMMENTS: ______________________

The initials that follow indicate that both teacher and primary evaluator understand the section in the handbook of evaluation procedures entitled Evaluating Unsatisfactory Teaching Performance. INITIALS:

________ Teacher
________ Primary Evaluator

RECOMMENDATIONS OF EVALUATOR:

COMMENTS OF TEACHER:

SIGNATURES: (Signatures do not necessarily mean concurrence; but that the assessments have been read and discussed.)

EVALUATOR/S: ______________________ DATE: __________
______________________ DATE: __________
TEACHER: ______________________ DATE: __________

EVALUATIVE CRITERIA, EXPLANATIONS/DEFINITIONS

I. PROFESSIONAL AND INSTRUCTIONAL SKILLS (Indicators listed below)

A. Competence in Subject Matter
-Demonstrates a sound, up-to-date, functioning knowledge of subject or grade level material taught

B. Competence in Teaching
-Understands and uses the principles of teaching/learning (motivation, reinforcement, retention, etc.)
-Uses diagnostic techniques to determine instructional level of students
-Provides instruction at the correct level of difficulty
-Plans effective lessons

C. Classroom Techniques
-Uses a variety of effective classroom methods to stimulate student interest
-Provides purposeful reinforcement and enrichment experiences appropriate for the level of pupils

D. Planning
-Plans work thoroughly, in keeping with short and long-range instructional objectives

E. Attention to Individual Differences
-Recognizes and respects each individual as having worth and dignity
-Helps each student experience success by providing for individual differences

F. Records and Reports
-Keeps accurate and legible reports and submits them on time

G. Pupil Evaluation
-Uses a variety of fair, impartial, and appropriate methods to assess student progress

H. Teacher-Pupil Relationships
-Is considerate and fair in dealing with students
-Welcomes and respects differences in pupil viewpoints

I. Pupil Management
-Establishes and maintains appropriate control over the classroom situation

J. Learning Environment
-Provides an atmosphere conducive to mutual teacher/pupil respect
-Provides and encourages good housekeeping practices
-Displays pupil work

II. PROFESSIONAL ATTITUDES/RELATIONSHIPS/GROWTH (Indicators listed below)

A. Professional Growth
-Improves competence through study, travel, or participation in educational activities
-Demonstrates improvement in classroom methods and techniques
-Keeps abreast of professional literature

B. Staff Relations
-Works harmoniously and cooperatively with colleagues
-Assumes share of responsibilities
-Shows willingness to share ideas and techniques

C. Parent Relations
-Uses tact in working with parents
-Involves parents in program of the school
-Appreciates parent concern for student
-Maintains relationships with parents through conferences/parent meetings

D. Professional Responsibilities
-Uses recognized channels to suggest changes and improvements
-Accepts and implements constructive criticism
-Is sincere toward and loyal to the teaching profession
-Follows policies and practices as provided by the school, the local board of education, and the state
-Demonstrates respect and responsibility for the use and treatment of school-owned property.

E. Ethics
-Is personally and professionally ethical in relationships
-Utilizes sources of data to help the child
-Is discreet in the use of confidential information
-Speaks fairly of the school system, indicating its assets and describing its problems in an objective manner

F. Involvement in Systemwide In-service Activities
-Is willing to serve on school and district committees
-Accepts leadership assignments in areas of own expertise to improve teaching in the school district

G. Participation in Curriculum Development
-Contributes to the development of new or revised courses of study and curriculum materials
-Helps to improve instructional programs

H. Sets and Adheres to High Performance Standards
-Holds self accountable for excellence in the fulfillment of the teaching assignment

III. SERVICES OTHER THAN CLASSROOM INSTRUCTION (Indicators listed below)

A. Participation in Student Activities
-Shows interest and takes an active part in the promotion of various student activities

B. Participation in Sponsorship of Student Clubs, etc.
-Serves as sponsor of student clubs
-Serves as sponsor of other related school activities

C. Accepts Share of Assigned Supervisory Duties
-Takes fair share of collateral service-oriented duties, e.g., bus, cafeteria, hall, etc.

D. Shares in School and Systemwide Committee Assignments
-Shows willingness to serve the school as grade level chairperson, department head, and on systemwide committees

NOTES

Note: On the Summary Evaluation Report form, the teacher will list specific services performed during the year, i.e. name of club, activity, or other duties in which involved. The principal will review the list for accuracy and initial the list. This will provide, over time, a record of this type of teacher participation in services other than classroom instruction.

IV. PERSONAL CHARACTERISTICS (Indicators listed below)

A. Personal Appearance
   -Shows care in personal appearance and grooming
B. Health
   -Is physically able to perform duties
C. Enthusiasm For Teaching
   -Demonstrates a genuine interest in the job
D. Initiative
   -Is self-reliant in performance of tasks, but is willing to seek help when needed
E. Punctuality
   -Is prompt in arriving at school and observes other time schedules
F. Dependability
   -Accepts and executes responsibility
G. Personality
   -Conveys acceptable attitudes, habits, and emotional maturity
H. Quality of Voice
   -Has effective voice control
I. Willingness to Work
   -Accepts assignments willingly and follows through on them
J. Objectivity
   -Makes decisions and judgments on the basis of fact and reason

HIGH POINT PUBLIC SCHOOLS

INTRODUCTION

This booklet describes the evaluation process for administrative and supervisory personnel in the High Point School System. It is the result of study and thoughtful consideration that spans a five-month period. It is further a recognition of the fact that the age of accountability in public education has arrived and that educators must seek ways to deal with it in a realistic manner.

The overall purpose of this evaluation plan is improvement of the administrative and supervisory performance and the motivation of professional growth. The booklet details a professional approach to evaluation that seeks specifically to clarify job content, motivate self-improvement, determine the dimensions of effectiveness or deficiency in performance, improve morale, and facilitate communication and planning. It is predicated on the basis that an individual must know clearly what is expected and participate in the selection and development of the objectives, action plan and evaluation criteria that will measure his/her performance.

Those who are to be evaluated will hopefully discover that this attempt to assess performance is far superior to the utilization of former checklists and rating scales that often have created frustration and misunderstandings. The careful reader will also find that the principle of "fair play" and cooperative decision making is embodied in the process.

If the plan is practiced in the spirit in which it was written, both the evaluatee and evaluator will grow professionally and the High Point School System will benefit from the endeavor.

PURPOSES OF EVALUATION

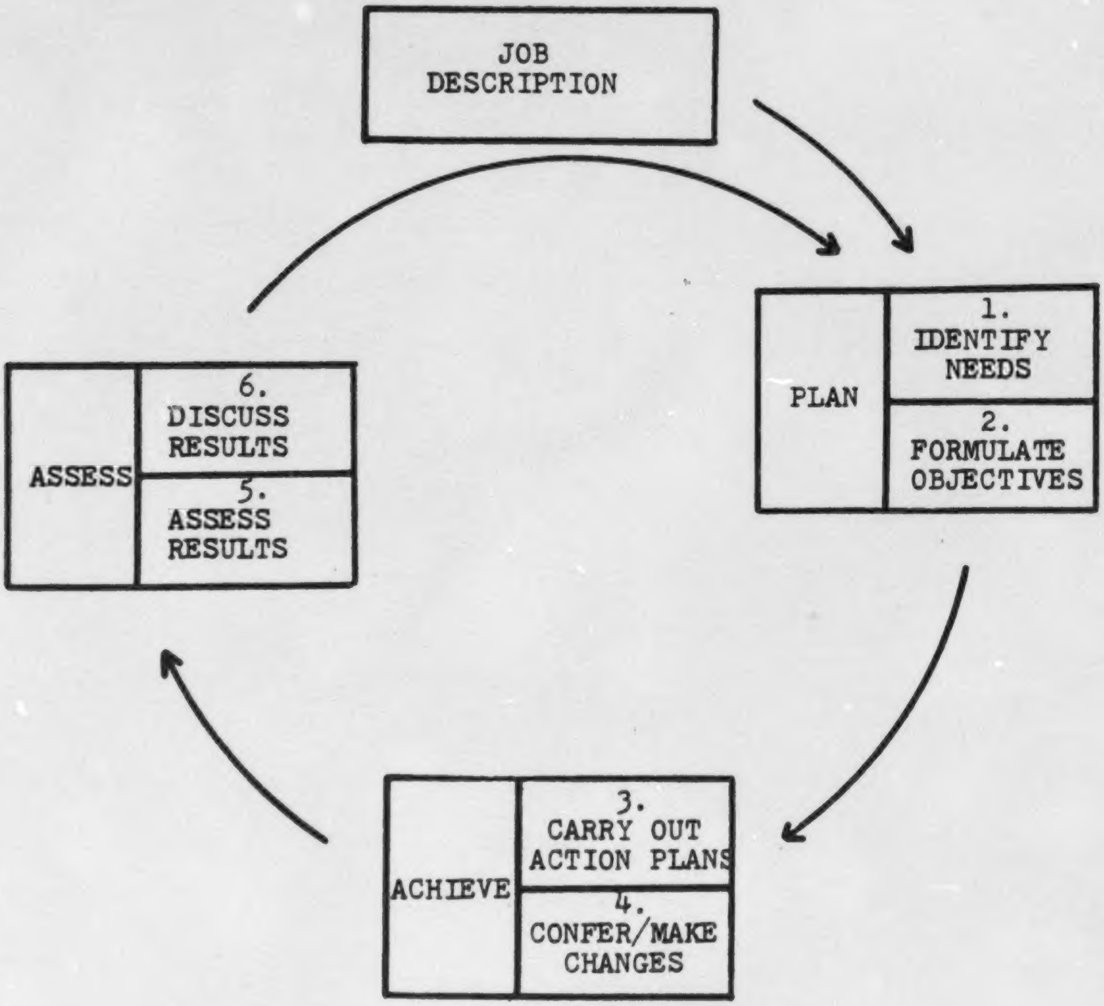
Overall Purpose

The overall purpose of the High Point Administrator Evaluation Program is to promote the improvement of administrator and supervisor performance and to motivate professional growth and development.

Specific Purposes

1. Motivate self-improvement
2. Facilitate making personnel decisions
3. Improve evaluatee-evaluator relationships
4. Clarify job content
5. Provide a record of performance
6. Determine dimensions of effectiveness or deficiency
7. Improve morale
8. Facilitate communication
9. Strengthen planning competencies
10. Make accountability meaningful

HIGH POINT MODEL
ADMINISTRATOR EVALUATION



EVALUATION CYCLE

EXPLANATION OF EVALUATION MODEL

The graphic presentation of the evaluation process, on the preceding page, is meant to clarify the step-by-step sequence.

Using the Job Description

High Point Public Schools use job descriptions to define duties and responsibilities of administrators and supervisors. These means of job definition are used as the basis for identifying needs and for formulating specific objectives. In other words, efforts to improve performance and to motivate professional growth and development - the overall purpose of the evaluation program - stem from job descriptions.

PLANNING PHASE

Step 1. The initial step is to identify needs, cooperatively by evaluatee and primary evaluator, by analyzing the former's job description.

Step 2. Once needs are identified and prioritized, the next step is to formulate specific objectives and action plans that will be responsive to those needs.

ACHIEVING PHASE

Step 3. Implementation of action plan activities is the primary responsibility of the evaluatee. However, advice and assistance may be obtained from the primary evaluator and contributors.

It is well, about midway in the implementation process, for the evaluatee and primary evaluator to hold an interim conference to check-up on how well things are progressing. The primary evaluator has the responsibility to arrange this conference. Changes may have to be made in some or all of the objectives. This may require modification in action plan activities. Once these decisions are made, the implementation process continues.

Step 4.

ASSESSING PHASE

As the school year approaches its close, assessments of results should be made. These assessments will be in two dimensions. Both the evaluatee and primary evaluator will assess the extent of achievement of the objectives. The primary evaluator will, in addition, judge the effectiveness of the evaluatee in overall performance, using special criteria for this purpose.

Step 5.

Once the assessments have been made, a culminating conference is held by evaluatee and primary evaluator. The purpose of the conference is to discuss the implications of the assessments and to make follow-up plans for the next evaluation cycle.

Step 6.

WHO EVALUATES WHOM?

Three guiding principles should be considered in deciding who evaluates whom. They are:

1. The person who provides direct supervision of the individual should be the primary evaluator.
2. The ratio of evaluatees per primary evaluator should be as reasonable and realistic as possible.
3. The organizational structure of the High Point Public Schools should be one of the guides to follow in designating primary evaluators.

EVALUATEE	PRIMARY EVALUATOR	REVIEWER
* Principal (Admin.)	Associate Supt. (A)	Superintendent
* Principal (Instr.)	Associate Supt. (I)	Superintendent
* Principal (Elementary)	Superintendent	#(See Below)
Consultant (Early Childhood)	Associate Supt. (I)	
Assistant (Personnel)	Associate Supt. (A)	
Facilitator	Associate Supt. (I)	
Media Specialist	Associate Supt. (I)	
Ass't. Supt. (Fed. Prog.)	Superintendent	
Associate Supt.	Superintendent	
Controller	Superintendent	
Director/Food Services	Controller	
Director (Except.Children)	Associate Supt. (I)	
Library Coordinator	Associate Supt. (I)	
Director (Occup. Education)	Associate Supt. (I)	
Director (Project COOL)	Associate Supt. (I)	
Consultant (Math./Science)	Associate Supt. (I)	
Director (Instruction)	Associate Supt. (I)	
Director (Athletics)	Associate Supt. (A)	
Assist. Supt. (Maintenance)	Controller	
Purchasing Agent	Controller	
Accountant	Controller	

# Superintendent serves as reviewer when not serving as primary evaluator

* Every two years, the Superintendent will rotate his evaluations from elementary to secondary principals. When this happens, the Associate Superintendents will divide the elementary principals for evaluation purposes. The determination of how the division will be made rests with the superintendent and associate superintendents.

HOW EVALUATIONS ARE MADE

Evaluations are carried out as a cooperative process involving the person being evaluated and the person designated as the primary evaluator. Principals not being evaluated by the superintendent will have their evaluations reviewed by him.

Six steps comprise the evaluation process:

PLANNING PHASE

Step 1. The evaluatee should review his or her job description. Duties or responsibilities that need strengthening should be regarded as needs or areas to emphasize. The primary evaluator likewise reviews the evaluatee's job description for the same purpose.

Step 2. The next step is to formulate specific objectives to be responsive to the needs which have the highest priority and which will be the objectives most likely, if achieved, to improve the performance of the evaluatee. The decision as to which needs should be addressed and how the objectives and action plans are to be stated should be made cooperatively by the evaluatee and evaluator.

Following Steps 1 and 2, for those designated as having a reviewer, the primary evaluator confers with the superintendent to discuss the evaluatee's needs, objectives and action plans.

ACHIEVING PHASE

Step 3. Once objectives are agreed to and action plans have been developed, the implementation process begins. Hopefully, objectives will be very closely related to on-going duties. This will make carrying out action plans relevant to day-by-day activities. The evaluatee has the major responsibility for the implementation process, but should receive advice and assistance from the primary evaluator and contributors.

Step 4. At least one formal midpoint conference should be held by evaluatee and primary evaluator to check-up on the progress that is being made and to make any necessary modifications in objectives and action plans. Following the conference, the implementation process continues.

ASSESSING PHASE

Step 5. After the implementation process has been completed, results should be assessed. This is done by both the evaluatee and primary evaluator insofar as the specific objectives are concerned.

With regard to assessing effectiveness in overall performance, in accordance with the criteria indicated for that purpose, only the primary evaluator makes these assessments.

Step 6. The last step in the evaluation cycle is the culminating conference. This is the occasion for the evaluatee and primary evaluator to confer regarding the results of the year's work and to make plans for the next evaluation cycle. In fact, the culminating conference is a very good time to identify tentative needs and to discuss possible objectives for the next year.

FREQUENCY OF EVALUATIONS

Evaluations for all administrative and supervisory personnel will be made annually.

TIMETABLE FOR COMPLETION OF EVALUATIONS

PLANNING PHASE	STEP 1. IDENTIFY NEEDS	COMPLETED FROM JUNE-OCTOBER
	STEP 2. FORM OBJECTIVES AND ACTION PLANS	
ACHIEVING PHASE	STEP 3. IMPLEMENT ACTION PLANS	COMPLETED FROM NOV.-MARCH
	STEP 4. CONFER/MAKE MODIFICATIONS	
ASSESSING PHASE	STEP 5. ASSESS RESULTS	COMPLETED DURING APRIL-MAY
	STEP 6. DISCUSS RESULTS AND NEXT STEPS	

COLLECTING EVALUATIVE "DATA"

In assessing administrative performance, the major responsibility for collecting relevant evaluative "data" rests with the evaluatee. The nature of objectives dictates the kinds of information and when it should be collected. This applies basically to "data" that relate to the attainment of objectives. It is obvious that the primary evaluator will have the major responsibility for gathering the kinds of information that will be needed to assess the quality of overall performance.

CRITERIA TO BE USED FOR MAKING ASSESSMENTS OF OVERALL PERFORMANCE

It is essential that primary evaluators have as valid information for making summative assessments of overall performance as it is possible to obtain.

Job descriptions will be used to identify needs and to formulate specific objectives. Summative assessments of the results obtained, insofar as the objectives are concerned, will be based upon the type of outcomes called for in the objectives.

Overall performance will be judged using criteria which are most relevant to general areas of administrative and supervisory responsibility and for which on-going management information may be available. High Point Public Schools have available much management information that relates to these areas of responsibility. For this reason, the following criteria (areas) will be used for evaluating overall effectiveness:

100-Instruction and Curriculum
200-Business and Fiscal Management
300-Student Services
400-Personnel Management
500-Transportation
600-Plant Maintenance
700-Food Services
800-Public Relations

Other criteria may be added to the above list as more management information is collected and becomes available.

ASSESSMENT SYMBOLS

Symbols (letters) will be used to indicate the level of attainment of objectives and the quality of overall performance. These letters stand for words or phrases that describe the results achieved.

TO ASSESS ATTAINMENT OF OBJECTIVES

A - Achieved
PA - Partially Achieved
NA - Not Achieved (Requires explanation by Primary Evaluator)

TO ASSESS OVERALL PERFORMANCE	HE - Highly Effective E - Effective NE - Not Effective (Requires explanation by Primary Evaluator) NR - Not Relevant

In addition to these symbols, there will be space on the Summative Evaluation Report for the Primary Evaluator to make comments that will amplify the symbols. There will also be space for comments by the Evaluatee.

SUMMARY OF CONTACTS

A one-page Summary of Contacts and Recommendations will be used and attached to the Summative Evaluation Report to indicate:

1. Number and dates of observations/contacts made by the Primary Evaluator with the Evaluatee
2. Summary of assistance provided by the Primary Evaluator
3. Recommendations

    a) _____ Continuation of probationary status
    b) _____ Beginning career status (tenure)
    c) _____ Continuation of career status
    *d) _____ (Continuation) (Renewal) of contract
    e) _____ Placement of a complaint or commendation in file

*Applies to personnel who cannot obtain career status.

INPUT FROM "CLIENTS"

The involvement of those whom the Evaluatee serves (students, teachers, "subordinates" and parents) may be helpful to the individual being evaluated by providing ideas and suggestions which will, if implemented, contribute to the improvement of the Evaluatee's effectiveness.

It should be understood, however, that the input should be considered as suggestions and advisement - not evaluation in the formal sense. While the initiative for obtaining "client" input rests with the Evaluatee, it would be appropriate for the Primary Evaluator to recommend that such information be obtained by the Evaluatee in order that services provided might be more responsive to "client" needs.

EVALUATING PERFORMANCE THAT IS CONSIDERED BELOW THE SATISFACTORY LEVEL

In general, the process for evaluating performance regarded as being below the satisfactory level is the same as for performance that is completely satisfactory. However, there are certain differences that require a different approach in the evaluation of the former.

1. The consequences of less than satisfactory results are likely to be more significant.
2. The Primary Evaluator has an affirmative responsibility to be more meticulous in carrying out his or her evaluative responsibilities.
3. Less than satisfactory evaluations may have personnel action implications.
4. Interpersonal relationships between the Primary Evaluator and Evaluatee may be more strained and difficult.
5. The Primary Evaluator must assume a more dominant role in carrying out the steps in the evaluation cycle.

For these and other reasons, the following special emphases are recommended in instances where performance is deemed to be below the satisfactory level at the outset of the evaluation year.

When Performance is Deemed to be Below the Satisfactory Level

Phase and Step in Evaluation Process		Emphasis Recommended
PLAN	1. Identify Needs 2. Set Objectives & Action Plans	1. Be very explicit in defining deficiencies 2. State the specifications of deficiencies with justifications for each 3. Pin down what has to be done to correct each deficiency 4. Clarify the roles of Evaluatee, Primary Evaluator, and Contributor/s/ (if any) 5. Don't leave any "loose ends"
ACHIEVE	3. Carry out Action Plans 4. Confer/Make Modifications	1. Provide ample assistance 2. See that the resources of the school system are put at the disposal of the Evaluatee 3. Document all help provided and all contacts made 4. Allocate ample time to the fulfillment of Primary Evaluator responsibilities 5. Keep checking progress being made
ASSESS	5. Assess Results 6. Discuss Results	1. Be able to back up assessments with "evidence" 2. Complete Summative Evaluation Report prior to holding the Culminating Conference 3. In Culminating Conference, concentrate on the results as stated in the Summative Evaluation Report 4. Make the presence of an advocate in the Culminating Conference optional to both parties

CULMINATING CONFERENCE

In advance of the Culminating Conference, the Primary Evaluator completes the Summative Evaluation Report, with attachments. The Culminating Conference is the time to discuss the results of the year, including such topics as:

1. Extent to which the objectives were achieved
2. Effectiveness of overall performance
3. Next steps and plans for the future
4. General comments of both parties

The culminating conference is a very important step in the evaluation process. Most conferences will go well. A few may not. It is vital that the Primary Evaluator prepares well for the conference, tailoring each to the specific needs of the situation.

The culminating conference is not the place to spring surprises. If both parties have kept in touch with each other during the year, completely new matter is not likely to emerge in the conference.

Objectivity, fairness, honesty, and candor are bench marks of effective conferences. The Primary Evaluator is well advised to focus discussion on the contents of the Summative Evaluation Report. This is especially important when the work of the Evaluatee has been less than satisfactory.

It is not practical to be prescriptive in suggesting how to conduct successful conferences. Personalities of the parties and the results of the year's work vary too widely to suggest precise guidelines for these conferences. The following suggestions may be useful:

1. Prepare well for the conferences. Be sure that the Summative Evaluation Report is completely filled out.

2. Keep the focus on results. Avoid getting bogged down in irrelevant matters.

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3. Keep in mind, that even the most secure person gets a bit defensive when evaluations are being discussed.

4. Be sensitive to the feelings of each other; try to see the other person's point of view.

5. Stress the positive as well as negative things; try to balance the "equation."

6. Give praise where due; offer constructive criticism when necessary. In each instance, be honest.

7. Remember, that the fundamental purpose of the evaluation process is to help people to be more effective and successful.

ADJUSTMENT PROCESS

Adjustment refers to attempts to resolve differences regarding some aspect of the evaluation process. Successful completion of the process depends upon the cooperation of the participants. It is likely that they will encounter few, if any, occasions when they cannot resolve their differences by working through the problem themselves. It is suggested, therefore, that if differences arise that every effort be made to adjust them by means of cooperative give and take.

In instances where consensus cannot be reached, views of the Primary Evaluator will take precedence. The Evaluatee has the right, obviously, to dissent, to do so in writing, and attach it to the Summative Evaluation Report.

APPEAL PROCESS

An appeal is a means by which an Evaluatee may protest summative evaluations which are believed to be unrealistic or unfair. Should this occur, the following procedures are to be followed:

Step 1. Evaluatee formally notifies the Primary Evaluator, in writing, that the summative evaluations are not satisfactory and requests an opportunity to review and discuss them.

Step 2. A conference is held by the two to review the evaluations and see if the dissatisfaction can be resolved.

Step 3. Failing to resolve the matter, at the local level, the Evaluatee may request that a Review Committee be convened. Committee members can be drawn from peers on the administrative and supervisory staff. (All members of the administrative and supervisory staff are eligible to serve on Review Committees)

The Evaluatee will nominate one committee member; the Primary Evaluator will select one; and the two will choose a third who will serve as Chairperson.

Duties of a Review Committee will be:

a) Interview the Evaluatee
b) Interview the Primary Evaluator
c) Interview any Contributor/s/ who may have been involved
d) Review all evaluation records
e) Analyze the data, ascertain the facts, and prepare a report (in writing) setting forth the facts. This written report will be attached to the Summative Evaluation Report.

The written report of the Review Committee constitutes the final step in the appeal process.

EVALUATION FORMS AND RECORDS

Evaluation forms need to be functional and as simple as possible. Every effort should be made to avoid an undue emphasis on paperwork. At the same time, however, the summative assessments should be complete and substantiated with whatever evaluative information that would be relevant. The following worksheets and forms will be used. (Copies follow in subsequent pages.)

(1) Worksheet A-Need Identification and Action Plan

(2) Worksheet B-Suggestions Made by Contributor

(3) Worksheet C-Summary of Contacts

(4) Summative Evaluation Report

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WORKSHEET A
Year: __________

NEED IDENTIFICATION AND OBJECTIVE/ACTION PLAN

COPIES: See below

Evaluatee: ______________________ Position: ______________

P. Evaluator: ______________________ Position: ______________

Directions: Using your job description, determine a need or area to emphasize during the coming year. Complete this worksheet. At the end of the year, complete Section D. Assessment of Results, with necessary comments.

A. Objective:

B. Action Plan:

C. Evaluative Criteria:

D. Assessment of Results: (Check appropriate symbols)

Symbols: A - Achieved
PA - Partially Achieved
NA - Not Achieved
(Any objective assessed as NA must be explained below)

EVALUATIONS	
Evaluatee	P. Eval'tor
____ A	____ A
____ PA	____ PA
____ NA	____ NA

E. Comments: (Primary Evaluator)

E. Comments: (Evaluatee)

Signatures:

Evaluatee: ______________________ Date: ______________

P. Evaluator: ______________________ Date: ______________

Reviewer: ______________________ Date: ______________

(If more space is needed for any of the above sections, use reverse side of worksheet) COPIES: Orig. - Central Office; 1st - Evaluatee; 2nd - P. Eval'tor

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WORKSHEET B SUGGESTIONS MADE BY CONTRIBUTOR COPIES: See Below

Evaluatee: ______________________ Position: ______________

P. Evaluator: ______________________ Position: ______________

Directions: Indicate here suggestions that may be useful to the Evaluatee in the achievement of his or her objectives.

Contributor: ______________

Date: __________

REPORT ON FOLLOW-THROUGH ON SUGGESTIONS

Directions: Which, if any, of the above suggestions have not been acted upon by the Evaluatee?

Contributor: ______________

Date: __________

COPIES: Original - Evaluatee; 1st - P. Evaluator; 2nd - Contributor

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WORKSHEET C
Year: _________

SUMMARY OF CONTACTS

COPIES: See Below

Evaluatee: ______________________________ Position: ________________

P. Evaluator: ______________________________ Position: ________________

Directions: The Primary Evaluator should complete this worksheet to show the number and kinds of contacts that have been held in carrying out the evaluation process.

1. List, with dates, all contacts held during the year in carrying out the evaluation process. (If more space is needed, use reverse side of workshe

2. Summarize the kinds of assistance provided the Evaluatee.

3. Recommendations: (check)

_____ Continuation in probationary status
_____ Beginning of career status
_____ Continuation of career status
_____ (Continuation) (Renewal) of contract
_____ Placement of a complaint or commendation in file

4. Comments (if any)

5. Signature:

Primary Evaluator: ________________________ Date: ______________

COPIES: Orig. - Central Office; 1st - Evaluatee; 2nd - Primary Evaluator

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SCHOOL YR.: __________ **SUMMATIVE EVALUATION REPORT** COPIES: See Below

Evaluatee: ______________________ Position: ______________

P. Evaluator: ______________________ Position: ______________

Directions: Refer to Worksheets A to determine extent of attainment of objectives. Worksheets A should be attached to this form. Worksheet C is also to be attached to this form. In the space below, indicate the quality of the Evaluatee's overall performance in the areas indicated.
Symbols: HE - Highly Effective; E - Effective; NE - Not Effective; NR - Not Relevant. (Any area assessed NE must be explained in comments space, below.)

AREA OF RESPONSIBILITY	EVALUATION			
	HE	E	NE	NR
100 - INSTRUCTION AND CURRICULUM				
200 - BUSINESS AND FISCAL MANAGEMENT				
300 - STUDENT SERVICES				
400 - PERSONNEL MANAGEMENT				
500 - TRANSPORTATION				
600 - PLANT MAINTENANCE				
700 - FOOD SERVICES				
800 - PUBLIC RELATIONS				

Comments of Primary Evaluator:

Comments of Evaluatee:

Signatures:

Primary Evaluator: ______________________ Date: __________

Evaluatee: ______________________ Date: __________

COPIES: Orig. - Central Office; 1st - Evaluatee; 2nd - P. Evaluator

Note: Signatures do not necessarily indicate concurrence; rather that the evaluation process was completed.

DEFINITION OF TERMS

Attainment of Objectives	Extent to which specific objectives are achieved
Action Plan	Activities implemented to attain an objective
Adjustment Process	Informal method of resolving differences between evaluatee and primary evaluator
Appeal Process	Method of determining the facts regarding disputed summative evaluations made by the primary evaluator
Clients	Persons whom the evaluatee serves (teachers, students, parents, etc.
Due Process	Safeguards accorded a person who feels his or her rights and welfare may be in jeopardy
Evaluatee	Person being evaluated
Evaluation Folder	Folder in which all evaluative data, forms, etc. are kept during the evaluation process
Evaluation Symbols	Letters used to indicate the extent of attainment of objectives and the quality of overall performance in major areas of responsibility
Evaluative Data	Information collected during the evaluation process that can be used to make assessments at the end of the year
Evaluator, Contributing	Person who provides advice and assistance to either the evaluatee or primary evaluator
Evaluator, Primary	The one who has direct responsibility for evaluating the performance of the evaluatee
Evidence	Data, collected during the year, which is used to determine summative assessments
Frequency of Evaluations	Schedule of evaluations
Follow-up Activities	Actions called for, after completion of evaluations, to achieve further growth or improvement
Job Description	Structured list of duties and responsibilities used to determine needs or areas to emphasize

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LONGMEADOW PUBLIC SCHOOLS

DR. ROBERT A. McKANNA, Superintendent of Schools
MR. MORTON MILESKY, Associate Superintendent
MR. RENE H. BACHAND, Assistant Superintendent

811 LONGMEADOW STREET
LONGMEADOW, MASSACHUSETTS 01106
Telephone 413 - 567-3351

November 7, 1979

TO: All Staff Members

FROM: Teacher Appraisal Committee
Longmeadow High School -George Griffin
Glenbrook Middle School -Andrea Campbell, President
Neil McMahon
Williams Middle School -Gerald Touchette
Blueberry Hill School -Jean Cannon
Center School -Karen Hehir
Converse Street School -Nancy Condon
Greenwood Park School -Anne Madsen
Wolf Swamp Road School -Nancy Pearson

RE: Teacher Evaluation Procedures

The purpose of this document is to describe what principals and other supervisors are doing in regard to evaluating teaching performance this 1979-80 school year. The following information is presented as information only for the purpose of developing consistency across our district. Whether these procedures are in conflict with the negotiated agreement is still being reviewed.

1. Pre Observation Conference

   A. The evaluator will hold a pre observation conference before making classroom observations. During the conference the following types of questions will be asked:

      1. Where are you in the course? (Unit, lesson, page numbers in texts, etc.)
      2. What teaching/learning activities will be observed?
      3. What skills, attitudes, knowledge will be taught? (What are your students going to get out of it?)
      4. How are you going to do it? (Methods)
      5. Are there particular teaching behaviors that you especially want monitored?
      6. How are you going to know if the students have learned? (Substantiate?)
      7. What special characteristics of the students should be noted?
      8. How would I teach this lesson? (Evaluator asks him/herself.)

   B. No additional or new information from the teacher is expected or required for the pre conference. The materials that are regularly prepared for teaching should be brought to the conference (lesson plans, objectives, textbook, etc.) An evaluator might ask to see samples of tests, corrected homework papers, etc.

   C. During the pre conference the attached "Teacher Evaluation - Performance Indicators" (Apendix A), and "A List of Teacher Behaviors Research Indicates Makes a Difference In Student Learning" (Appendix B) will be given to the teacher as an identification of what the evaluator would be observing during the classroom visitations.

II. Observations

A. All observations to meet the following minimal schedule will be announced visitations:

Non-tenured teacher:
Before November 15 - three consecutive day announced visitations by a supervisor resulting in one written evaluation report due in the Superintendent's office for each teacher.

Before March 1 - two consecutive day announced visitations by a supervisor resulting in one written evaluation report due in the Superintendent's office for each teacher.

Tenured teacher:
Before May 15 - two consecutive day announced visitations by a supervisor resulting in one written evaluation report due in the Superintendent's office for each teacher.

B. A supervisor should observe teaching behavior for the full class period. Walking through the class and daily contact do not qualify for periods of observation.

C. If a scheduled visitation cannot be kept, the supervisor will let the teacher know and re-schedule the visitation.

D. Evaluators are sensitive to making observations the first period on Monday, last period on Friday and the days before a vacation. Some observations will come at these times due to scheduling of all observations.

III. Post Observation Conference

A. The post observation conference will be held as soon as feasible, certainly within five school days of the last observation. All items in the final written evaluation report will have been discussed in the conference. The teacher will receive no "surprises" in the final report.

B. In many cases, the final written report will not be available for the post observation conference.

IV. What Goes Into the Personnel File

A. Cover page (Appendix C)
B. Page showing dates and times of conferences and observations (Appendix D)
C. Non-tenured check list form for non-tenure teachers (Appendix E)
D. Tenure form for tenured teachers (Appendix F)
E. Narrative statements in four parts:
   1) Objective description of what occurred in the classroom, focusing on teacher student behaviors.
   2) Commentary specifying areas of strengths and areas in need of remediation. Each judgemental statement should be based on behaviors documented in the objective description section.
   3) Specific recommendations for improvement. Recommendations should be stated in concrete terms.
   4) Summary statements regarding the teacher's total contribution to the students of the school and the district.

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F. Signatures of the evaluator and evaluatee will appear on the non-tenured form (Appendix E) for non-tenured teachers and on the tenured form (Appendix F) for tenured staff members.

G. Teachers are certainly able to add any comments to the evaluation report for the personnel file.

H. Any explanatory materials attached to the final evaluation report will be read by the Superintendent but not become part of the personnel file unless requested by the teacher.

V. Tenured Teachers Not To Be Re-employed or To Have A Salary Step Withheld Due To Performance (Except for RIF)

The major purpose of this evaluation system is to improve instruction.

A seperate "due process" procedure will be followed for staff members not performing as expected. Any staff member not performing as expected whose performance might result in withholding a salary increment or dismissal will be told in writing what must be done to meet expected standards and given a reasonable time for improvement. The evaluator will provide direct assistance to any teacher falling in this category.

All evaluations of the teacher's activities should be conducted openly and with the full knowledge and awareness of the teacher.

VI. Additional Information

Questions, comments and suggestions about the teacher evaluation procedures should be directed to any administrator or members of the committee listed at the beginning of this document.

APPENDIX A

LONGMEADOW PUBLIC SCHOOLS
Longmeadow, Massachusetts

February 4, 1978

TEACHER EVALUATION PERFORMANCE INDICATORS

A. Up-to-Date Knowledge of Subject

1. Enrolls in courses designed to strengthen professional background in one's teaching field.
2. Attends conferences and professional meetings which focus on strengthening subject matter knowledge.
3. Belongs to and actively participates in professional subject matter field associations.
4. Participates in design and development of school curricula in subject matter field.
5. Participates actively in departmental meetings.
6. Shares knowledge of the subject area with other teachers.
7. Teaching materials and techniques reflect accurate and up-to-date knowledge of subject.
8. Knows safety techniques of subject field and applies them when necessary.

B. Preparation of Lesson Plan

1. Plans are readily accessible to school officials and substitutes.
2. Plans can be readily implemented and understood by a substitute.
3. Plans contain statements of both short and long term goals.
4. Plans contain evidence of use of varied teaching and learning techniques.
5. Plans contain provision for individual differences.
6. Plans provide specifically for students assigned under Chapter 766 or other similar statutes.
7. Plans indicate where materials needed for the lesson are located. Such materials are also made readily available.
8. Plans contain procedures for evaluating the degree of student success in attaining the objectives of the lesson.

C. Use of New and Varied Materials and Equipment

1. Demonstrates technical skill in operating audio visual and other instructional equipment.
2. Demonstrates technical skill in using audio visual software effectively.
3. Previews all new material to be sure of its appropriateness and effectiveness in achieving the objectives of the lesson.
4. Checks all equipment prior to class to be sure it is ready to operate.
5. Constructs self-made instructional material.
6. Uses the library, instructional catalogs, film guides, etc., to increase the supply of materials for instruction.

D. Effectiveness of Instruction

1. Keeps accurate records of tests, work samples, etc., which demonstrates the achievement, interests and needs of all students.
2. Modifies teaching approaches and techniques based on student needs.
3. Provides opportunities for each student to achieve learning objectives.
4. Provides for physical setting conducive to good learning.
5. Provides feed-back to help students reach learning goals.
6. Students are attentive and show interest.

E. Enthusiasm

1. Reflects personal interest in materials and subject matter being presented.
2. Volunteers to assume additional responsibilities or duties.
3. Accepts in a professional manner suggestions regarding improvement of any aspect of school responsibilities.

F. Control of Students

1. Teacher and students can speak without interruption.
2. Classroom practices and routines are well established and followed by students.
3. The teacher is plainly the class leader.
4. The teacher maintains self-control.
5. The teacher is alert to what students are doing.

G. Rapport with Students

1. Avoids sarcasm and treats all students in a fair and firm manner.
2. Encourages students and is available to students for help and counsel during nonclassroom time.
3. Shows appreciation and acceptance for students' efforts.
4. Restricts negative comments to private conversations.
5. Keeps students' private and personal information in confidence.
6. Knows and addresses the pupil by name.

H. Rapport with Parents

1. Encourages communication with parents.
2. Treats all parents with respect.
3. Listens to parental concerns, avoids jargon, discusses specific topics, and follows through on mutually agreeable decisions reached.

I. Rapport with Staff

1. Makes an effort to meet and know other staff members.
2. Shares ideas about teaching with peers.
3. Shares materials and equipment with fellow teachers.
4. Is positive about and supportive of other teachers.
5. Willingly shares staff responsibilities.

J. Rapport with Administrators

1. Communicates openly both successes and problems with the administrator.
2. Accepts constructive criticism realistically.
3. Participates positively during staff meetings.
4. Indicates an awareness of the administrator's job responsibilities.
5. Cooperates with the administration; has a cooperative attitude toward nonteaching responsibilities.

K. Contributes to Students Beyond the Classroom

1. Is available for student and/or parents conferences.
2. Encourages students to seek extra help and willingly provides it.

3. Is involved in extra-curricular activities.

4. Attends student functions.

5. Demonstrates an interest in students' out-of-school activities.

L. Contribution to the School and/or Teaching Profession

1. Has membership in appropriate professional organizations.

2. Is a member on standing and/or special faculty committees.

3. Writes for professional journals and/or curriculum writing projects.

4. Teaches or takes appropriate college or university level courses.

M. Enforcement of and Compliance with School Regulations

1. Complies in a positive way with the rules established for the building and for the system.

2. Is willing to enforce, in a positive way, the rules and regulations pertaining to the students both in the classroom and in the overall school program.

APPENDIX B

CATEGORIES AND CRITERIA OF TEACHER PERFORMANCE

FOUND DISCRIMINATING BY IOWA STATE UNIVERSITY RESEARCH*

Productive Teaching Techniques

1. Clarity In Presentation (Explains Things Well).
2. Variability In Materials, Activities, Etc.
3. Opportunity For Pupils To Learn Material On Test.
4. Use of Student Ideas.
5. Structuring Comments Are Used As Advance Organizers.
6. Probing Questions Used For Understanding of Concepts, Relationships And For Feedback To The Teacher

Positive Interpersonal Relations

1. Shows Respect For His/Her Pupils.
2. Amount Of Criticism (Positive, Encouraging, Supportive).
3. Tolerant
4. Fair
5. Available
6. Provides Opportunities For All Pupils To Experience Success.

Organized, Structured Class Management

1. Businesslike Or Task-Oriented Behavior.
2. Difficulty Level Of Instruction Appropriate For Individuals.
3. Uses Class Time Efficiently.
4. Constantly Monitors Pupils Progress and Adjusts Pace Accordingly.
5. Work Is Relevant And In Sufficient Amount For Depth Learning.
6. Has Objectives And Is Teaching Toward Them.

Intellectual Stimulation

1. Enthusiasm.
2. Makes Classwork Interesting.
3. Sustains Pupil Attention And Response With Activites Appropriate To Pupils' Levels.
4. The Teacher Is An Exciting Vibrant Person.
5. The Teacher Inspires Students To Seek More Knowledge On The Subject.

Desirable Out-Of-Class Behavior

1. The Teacher Is A Good Team Worker
2. The Teacher Reports Pupil Progress To Parents In An Effective Manner.
3. The Teacher Utilizes Community Resources In Instruction.
4. The Teacher Assumes Responsibilities Outside The Classroom As They Relate To School.
5. The Teacher Is Committed To The Primary Goal Of Assisting Student Growth.
6. The Teacher Strives For Improvement Through Positive Participation In Professional Growth Activities.

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*Manatt, R.

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LONGMEADOW PUBLIC SCHOOLS
Longmeadow, Massachusetts

TO:
FROM:
DATE:
RE: Evaluation Report

Attached are two copies of your formal evaluation based primarily on classroom observations. Please read the entire report. The contents of this report should be identical to the verbal feedback you received during your post observation conference. Please see me at your convenience if you have any questions regarding the report. After reading the report, please sign both copies in the space provided on the Professional Performance Reports. Your signature only indicates that you have read the report. Your signature does not indicate total or even partial agreement with judgments stated in the report. You have the right and are encouraged to attach any statement of agreement or disagreement. The contents of this report are confidential. Please return one signed copy of the attached report within six (6) days after receiving the report.

CONFIDENTIAL

LONGMEADOW PUBLIC SCHOOLS
Longmeadow, Massachusetts

APPENDIX D

Appraisal of Teacher Performance for the Improvement of Instruction

Evaluator: ____________________

Teacher: ____________________

School: ____________________

Pre Observation Conference Held On: ____________________

Observations:

Date	Period/Time	Grade/Subject/Course

Post Observation Conference Held On: ____________________

Date this report was given to the teacher: ____________________

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LONGMEADOW PUBLIC SCHOOLS
Longmeadow, Massachusetts

APPENDIX E

Professional Performance Report - NON-TENURED TEACHERS

Teacher ______________________ School ____________ Dept./Grade ____________

Yrs. Exp. _______ Yrs. Longmeadow _______ Yrs. Present School _____ No. of Observations _________

Fill in boxes and comment where applicable: Key: 1-excellent
2-Satisfactory
3-Needs Improvement

	A. Up-to-date knowledge of subject ______________________
	B. Preparation of lesson plan ______________________
	C. Use of new and varied materials and equipment ______________________
	D. Effectiveness of instruction ______________________
	E. Enthusiasm ______________________
	F. Control of students ______________________
	G. Rapport with students ______________________
	H. Rapport with parents ______________________
	I. Rapport with staff ______________________
	J. Rapport with administration ______________________
	K. Contribution to students beyond the classroom ______________________
	L. Contribution to the school and/or teaching profession ______________________
	M. Enforcement of and compliance with school regulations ______________________

Teacher absences from 1st. day of school to ____________________ (Date)
Number of days absent ____________

Teacher	Dept. Chairman	Principal
Date of Report	Dates of Conferences	Recommended for employment: Yes or No

(COMMENT ON BACK IF YOU WISH)

APPENDIX F

LONGMEADOW PUBLIC SCHOOLS
Longmeadow, Massachusetts

Professional Performance Report - TENURE teachers

Teacher ____________________ School ______________ Dept./Grade __________

Yrs. Exp. ______ Yrs. Longmeadow ______ Yrs. Present School ______ No. of Observations __________

Comments:

______________________ Dept. Chairman

Comments:

______________________ Principal

Comment if you wish:

______________________ Teacher

Teacher absences from 1st day of school to ______________________ (Date)
Number of days absent ______________

Date of Report ______________
Dates of Conferences ______________
Recommended for Increment ______________

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LONGMEADOW PUBLIC SCHOOLS
Longmeadow, Massachusetts

PROCEDURES FOR IMPLEMENTATION OF POLICY #2111.1

Administration - Appraisal of Superintendent Performance

I. Evaluation Procedures

A. The School Committee shall have evaluation conferences with the Superintendent in executive session. Conferences shall be held in January and May of each year.

B. Each School Committee member shall evaluate the Superintendent using the Longmeadow Superintendent's Appraisal Check List.

1. The Superintendent shall forward a copy of the check list to each School Committee member on December 1, and April 1, of each year.

2. Each of the School Committee members will send the Committee Chairman his/her completed check list by December 20, and April 20, of each year. The Committee Chairman will then tally the scores, determine a composite average and record it on the graph provided. The Superintendent and each Committee member will be given a copy of the results. The Superintendent will not be given the questionnaires from individual School Committee members or be informed as to how any individual answered the questions.

3. A superintendent of schools works closely with members of the administrative and supervisory staff. His actions or inaction can significantly affect their effectiveness. Further, the superintendent's professional colleagues are in a unique position to assess his professional expertise. For these and other reasons it is recommended that, in addition to the Committee's evaluation, a second evaluation occur (utilizing the same instrumentation) by a team consisting of the Associate Superintendent, Assistant Superintendent for Business Services, Director of Pupil Services and principals.

4. The School Committee shall discuss the composite appraisal results with the Superintendent at the evaluation conferences.

C. The Superintendent shall submit to the School Committee a self-evaluation on the success in accomplishing the annual priorities. This document shall be discussed at the evaluation conferences.

D. Each item on the Superintendent of Schools Job Description shall be discussed verbally during the evaluation conferences.

E. The School Committee will call problems of a serious nature to the immediate attention of the Superintendent so that the Superintendent has an opportunity for making improvement before the formal evaluation sessions.

F. Either the Committee or Superintendent may request an executive session at any regular or special board meeting to discuss a concern(s) with the other at any time deemed advantageous and desirable.

II. Written Appraisal Report

A. The results of each evaluation conference will be summarized in writing by the Committee Chairman with copies distributed to the Superintendent and all School Committee members.

B. The written summary will be distributed within two weeks following an evaluation conference.

Approved 11.13.79

LONGMEADOW PUBLIC SCHOOLS
Longmeadow, Massachusetts

2111.1

PERFORMANCE APPRAISAL OF THE SUPERINTENDENT OF SCHOOLS

ADMINISTRATION

I. Evaluation Criteria

As a regular and scheduled activity, the Longmeadow School Committee will evaluate the performance of the Superintendent of Schools against standards agreed to by the Superintendent and the School Committee. The evaluation process will include:

A. A formal review of the Superintendent's performance against the items in the Superintendent of Schools Job Description

B. The level of accomplishing the annual priorities established by the Superintendent and the School Committee

C. The Superintendent's responsibilities as assessed by a check list measuring performance in the following areas:

1. Relationship with the Committee
2. Community relationships
3. Staff and personnel relationships
4. Educational leadership
5. Business and finance
6. Personal qualities

II. Purposes of Evaluating the Superintendent

A. The primary purpose is to promote the professional improvement and growth of the Superintendent, thus bringing about an improvement of his overall performance.

B. To provide a definite record of satisfactory annual evaluations of the Superintendent for the protection of the Superintendent from hasty or unjust criticism.

C. To provide specific information to the Superintendent whose work is unsatisfactory, in order that the Superintendent may have adequate opportunity for improvement.

D. To provide a systematic method of informing the Superintendent who, because of a lack of ability or desire to make the necessary professional growth, will be dismissed.

Performance Appraisal of the Superintendent of Schools

III. Who Shall Do the Evaluation?

A. The primary responsibility for evaluating the performance of the Superintendent of Schools will rest with the School Committee.

B. The evaluation process should allow the Superintendent the opportunity for self-evaluation as well as to be evaluated by the School Committee, the District Office Administrators, the principals and the teachers.

IV. When Should the Evaluation Occur?

The School Committee should hold two formal evaluation sessions with the Superintendent each school year resulting in a written evaluation after each session.

V. Superintendent's Appraisal Guidepost

A. The Superintendent should know the standards against which he will be evaluated and he should be involved in the development of the standards.

B. Evaluation should be at a scheduled time and place, with no other items on the agenda, at a study or executive session with all School Committee members present.

C. The evaluation should be a composite of the individual School Committee members' opinions, but the Committee as a whole should meet with the Superintendent to discuss it with him.

D. The evaluation should include a discussion of strengths, weaknesses and recommendations for improvement.

E. The evaluation should be fairly frequent - twice a year. Thus, in case the decision is reached not to renew a Superintendent's contract, the School Committee can point to previous "warnings" of deficiencies.

F. Both parties should prepare for the evaluation - the Superintendent by conducting a rigorous self-evaluation, the School Committee by examining various sources of information relating to the Superintendent's performance.

G. The School Committee should not limit itself to those items which appear on the evaluation form since no form or set of guidelines can encompass the totality of the Superintendent's responsibilities.

H. Each judgment should be supported by as much rationale and objective evidence as possible. One School Committee member's opinion should not be the sole basis for judgment on an appraisal item.

I. The Superintendent should have the opportunity to evaluate the School Committee as a whole. Ideally, the evaluation will include an examination of the working relationships between the Committee and Superintendent.

Adopted 11/13/79

LONGMEADOW PUBLIC SCHOOLS
Longmeadow, Massachusetts

Job Description

TITLE: Superintendent of Schools

QUALIFICATIONS:

1. Experience in teaching and school administration totaling at least ten (10) years.

2. Completion of a program of professional preparation, preferably with an appropriate earned doctorate, at an institution accredited by the National Commission for Accreditation of Teacher Education.

3. Meets superintendent's certification requirements for the state of Massachusetts.

4. Such alternatives to the above qualifications as the School Committee may find appropriate and acceptable.

REPORTS TO:
School Committee

SUPERVISES:
Associate Superintendent
Assistant Superintendent
Director of Pupil Services
Principals (8)
Administrative Assistant

BASIC RESPONSIBILITY:

The Superintendent is Chief Executive Officer, responsible for overall planning, operation, and performance of the district. He provides staff support and recommendations to the School Committee with respect to decision-making, policies and planning, and is the Committee's agent in all relationships with the staff. He selects, organizes, and gives leadership to the management team; oversees planning, staff development and reward systems throughout the district, and ensures adequate operational and financial control.

PERFORMANCE RESPONSIBILITIES:

1. Establish and maintain a constructive relationship with the School Committee based on appropriate performance and financial information. Guide and aid the Committee in its effective operation through competent staff support and through development of his and the Committee's skills in working together effectively.

2. Develop and implement an effective, formalized appraisal system for all employees of the school system that fosters outstanding staff performance and holds each employee accountable for the responsibilities of his/her position.

3. Establish programs and practices for the constructive relationship of the district with the community on a school and district level.

4. Direct and coordinate district planning to ensure educational programs and performance in line with community needs and desires. Ensure sound planning of financial, facility, and enrollment requirements

PERFORMANCE RESPONSIBILITIES (cont'd):

4. for the future. Prepare and recommend an annual budget consistent with long-range plans and appropriate to community financial resources.

5. Recommend district purposes, objectives, policies, and decisions as required, supported appropriately with information, analysis and conclusions presented to the School Committee and to the public.

6. Organize, staff, and give leadership to the management team as required to meet district objectives. Plan and execute a management development program appropriate to realizing the district's educational objectives.

7. Establish and maintain constructive relationships throughout the district at all levels, including community, parents, students, teachers, staff, and School Committee.

8. Ensure the development and operation of adequate recruiting, selection, appraisal, and compensation systems to meet district objectives.

9. Develop the competence of teachers, staff, and management to the maximum extent possible in the best interests of the individuals involved and to meet district objectives.

10. Establish a performance monitoring system incorporating test data results and consumer judgements to meet the needs for performance information throughout the organization.

11. Establish financial and operating controls adequate to safeguard the district against misuse of funds or unnecessary operations, and to ensure fair value for all expenditures.

12. Provide leadership to the district and community in developing, achieving, and maintaining high educational standards, sound programs, and good performance.

13. Ensure that district operations meet all legal requirements.

14. Oversee staff negotiation and contract administration.

15. Keep the School Committee informed on state and federal legislation affecting the Longmeadow Public Schools. Initiate and correspond with appropriate state officials on critical legislative issues.

KEY WORKING RELATIONSHIPS:

1. Work with the School Committee to ensure effective Committee operations, district policies, objectives, decisions, and performance in line with the public interest.

2. Maintain effective relationships with and among staff at all levels of the organization.

3. Ensure a healthy relationship of the district with the community.

4. Represent the district as required and appropriate in various community, association, and government activities.

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NEWTON PUBLIC SCHOOLS
Newton, Massachusetts

AN ANNOUNCEMENT TO ALL STAFF CONCERNING TENURED STAFF EVALUATION

1979-80

BACKGROUND AND PURPOSE:

We have committed ourselves to assessing the strengths and weaknesses of the professional staff in a climate that supports professional development. A committee of teachers and administrators, the Joint Committee on Tenured Staff Evaluation, worked together for several years for this purpose in the Newton Public Schools.

Three years ago 162 tenured staff members participated in a trial program. Last year 158 teachers, specialists, coordinators and administrators were evaluated.

Evaluation, as used throughout the program, is a means of providing information to individuals to help them improve their abilities and take advantage of their strengths as well as a basis for determining staff development needs in the school system.

WHO IS TO BE EVALUATED?

Tenured members of the professional staff who are in the 7th, 11th, 15th, 19th and 23rd years of service are to be evaluated.

Supervisors are to exclude those who were evaluated in 1976-77, under the voluntary program, and in 1978-79. However, any mutually agreed upon follow-up procedures should be continued into the present school year.

WHAT PROCEDURE IS TO BE USED?

All supervisors will provide staff members to be evaluated with a copy of the criteria to be used in the evaluation.

Ideally, the process of evaluation should begin with the staff member writing a self-assessment. While this part of the process is not required, it is highly desirable.

A pre-conference with the supervisor will be held.

Observations of performance will take place where appropriate.

A post conference for the purpose of reviewing progress and for identifying strengths and weaknesses will be held.

(OVER)

TENURED STAFF EVALUATION

The staff member will be given a copy of the evaluation report prepared by the supervisor and shall discuss their report with the supervisor.

The staff member will acknowledge that he/she had the opportunity to review the evaluation by affixing his/her signature to the copy.

The staff member, upon request, may review such evaluation with the Superintendent or his designee.

The staff member also has the right to submit a written response and have the response attached to the file copy, which will be sent to the Assistant Superintendent for Personnel by May 15.

HOW IS THE PROCESS TO BE EVALUATED?

All members of the staff who will be evaluated this year will be asked to assess the effectiveness of the procedure used.

Dr. Silluzio will collect the assessments which will be used as a basis for improving the program.

HOW DOES TENURE EVALUATION RELATE TO NEWTON'S RENEWED EMPHASIS ON STAFF DEVELOPMENT?

Supervisors will be asked to identify patterns of needs that emerge from the evaluation process. This information, forwarded to the Assistant Superintendent for Program, will form the basis for planning workshops, employing consultants, allocating release days, and using other resources assigned to the Division of Program for staff development.

Hope F. Danielson
Assistant Superintendent
for Personnel

9/27/79

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NEWTON PUBLIC SCHOOLS
Newton, Massachusetts

FORM FOR OBSERVATIONS AND CONFERENCES

Teacher ______________________ School ______________ Date ____________ 197____

Subject, Grade or Position ____

Observer ____

	SATISFACTORY	UNSATISFACTORY	NOT OBSERVED
I. Instructional Competence A. Planning and Preparation	☐	☐	☐

I. Instructional Competence

A. Planning and Preparation

EXAMPLES:
1. Realistic long-range goals exist.
2. Daily work is well planned, flexible, and provides for individual differences.
3. Where appropriate, students participate in planning.
4. Provision is made for the welfare and safety of students.

General observations ____

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Suggestions for improvement ____

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	SATISFACTORY	UNSATISFACTORY	NOT OBSERVED
B. Learning Environment	☐	☐	☐

B. Learning Environment

EXAMPLES:
1. Students develop a sense of responsibility.
2. In guiding students, the teacher uses firmness, empathy and consistency.
3. An effective working situation and an orderly classroom are maintained.
4. The room is attractive.

General observations ____

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Suggestions for improvement ____

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SATISFACTORY UNSATISFACTORY NOT OBSERVED

C. Methodology ☐ ☐ ☐

EXAMPLES:
1. Teacher encourages students to participate in discussions and activities.
2. Teacher makes certain that the students are engaged in a variety of learning experiences.
3. Teacher uses materials that are appropriate for the interests and abilities of students.
4. Teacher uses varied teaching procedures in line with specific goals of the lesson, i.e. discussions, group work, study, lecture, etc.
5. Teacher diagnoses student abilities, strengths and weaknesses, and evaluates students' work as a part of the learning process.
6. Teacher assists student in appraising his or her own work.

General observations ______________________________

Suggestions for improvement ______________________________

D. Subject Matter ☐ ☐ ☐

EXAMPLES:
1. Teacher shows concern for interrelations of subject matter where appropriate.
2. Teacher shows concern for integrating subject matter into daily life.

General observations ______________________________

Suggestions for improvement ______________________________

II. Professional Characteristics ☐ ☐ ☐

A. Quality of Relationships

EXAMPLES:
1. Teacher listens to the individual student, thereby understanding the student's concerns and needs.
2. Teacher is impartial, constructive, and cooperative in relations with parents.
3. Teacher keeps parents informed and works with them to help in the development of the student.

II. Professional Characteristics

A. Quality of Relationships - continued

EXAMPLES: continued

4. Teacher raises questions to staff and administration in an open manner in order to achieve results constructively.
5. Teacher collaborates in the development of curriculum objectives and goals.
6. Teacher willingly accepts staff responsibilities.

General observations ______________________________

Suggestions for improvement ______________________________

SATISFACTORY ☐ UNSATISFACTORY ☐ NOT OBSERVED ☐

B. Professional Growth

EXAMPLES:

1. Teacher accepts the responsibility for carrying out self-evaluation.
2. Teacher is able to listen to ideas and criticism and to weigh their merits.
3. Teacher can express differences and disagreement without hostility.
4. Teacher adapts successfully to changing situations (role assignments, duties and scheduling).
5. Teacher displays interest in new ideas and examines them critically.
6. Teacher continues to study and takes advantage of other educational opportunities.

General observations ______________________________

Suggestions for improvement ______________________________

SATISFACTORY ☐ UNSATISFACTORY ☐ NOT OBSERVED ☐

II. Professional Characteristics - continued

C. Managerial Responsibilities

EXAMPLES:
1. Teacher reports with accuracy and depth.
2. Teacher attends promptly to office and parent communications.
3. Teacher fulfills extra-curricular responsibilities.
4. Teacher is punctual for appointments, assignments and meetings.
5. Teacher requests instructional materials in anticipation of needs.

General observations ____

Suggestions for improvement ____

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Has the teacher prepared a written comment to accompany this form?

☐ yes ☐ no

Teacher Signature ____

Date ______________________________

NEWTON PUBLIC SCHOOLS
Newton, Massachusetts

EVALUATION OF THE NON-TENURE TEACHER

Date ______________________ **197**____

Teacher ______________________________ **School** ______________________

Subject, Grade or Position ____

Started Teaching in Newton ______________________________________ **197**____

I. Instructional Competence	**SATISFACTORY**	**UNSATISFACTORY**
A. Planning and Preparation	☐	☐

General observations ____

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Suggestions for improvement ______________________________________

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SATISFACTORY UNSATISFACTORY

B. Learning Environment ☐ ☐

General observations

Suggestions for improvement

C. Methodology ☐ ☐

General observations

Suggestions for improvement

D. Subject Matter ☐ ☐

General observations

Suggestions for improvement

II. Professional Characteristics

		SATISFACTORY	UNSATISFACTORY
A.	Quality of Relationships	☐	☐

General observations

Suggestions for improvement

B.	Professional Growth	☐	☐

observations

Suggestions for improvement

C.	Managerial Responsibilities	☐	☐

General observations

Suggestions for improvement

RECOMMENDATION (Check either #1 or #2)

1. A position for the teacher is available next year in this school or division, and my recommendation follows:

Should the teacher be given:

		yes	no
a.	a first annual appointment? (for teachers here only part of the year)		
b.	a first annual reappointment?		
c.	a second annual reappointment?		
d.	appointment to tenure?		

2. A position is not available in this school or division, therefore no recommendation on reappointment can be made. ☐

Comments:____

Signed____________________ Position____________________

School____________________ Date____________________

Signature of Teacher____
(The signature does not indicate agreement or disagreement with the content of the report.)

Page 4 revised Oct. 21, 1974

NEWTON PUBLIC SCHOOLS

Newton, Massachusetts

SUPERVISION AND EVALUATION FORM FOR TENURED TEACHERS

Teacher____________________ School____________________ Date__________198___

Subject, Grade or Position____________________________________

Supervisor____

I. Instructional Competence

A. Planning and Preparation (Examples:)

1. Realistic long-range goals exist.
2. Daily work is well planned, flexible, and provides for individual differences.
3. Where appropriate, students participate in planning.
4. Provision is made for the welfare and safety of students.

General observations____

Recommendations____

B. Learning Environment (Examples:)

1. Students develop a sense of responsibility.
2. In guiding students, the teacher uses firmness, empathy and consistency.
3. An effective working classroom situation is maintained.
4. The room is attractive.

General observations____

Recommendations____

C. Methodology (Examples:)

1. Teacher encourages student to participate in discussions and activities.
2. Teacher uses materials that are appropriate for the interests and abilities of students.
3. Teacher uses varied teaching procedures in line with specific goals of the lesson, i.e. discussions, group work, study, lecture, etc.
4. Teacher diagnoses student abilities, strengths and weaknesses, and evaluates student's work as a part of the learning process.
5. Teacher assists student in appraising his or her own work.

General observations____

Recommendations____

D. Subject Matter (Examples:)

1. Teacher has adequate knowledge of the discipline(s).
2. Teacher shows evidence of keeping "up-to-date" with recent advances in the discipline.
3. Teacher shows concern for inter-relations of subject matter where appropriate.
4. Teacher shows concern for integrating subject matter into daily life.

General observations____

Recommendations____

II. Professional Characteristics

A. Quality of Relationships (Examples:)

1. Teacher listens to the individual student thereby understanding the student's concerns and needs.
2. Teacher is honest, constructive, and cooperative in relations with parents.
3. Teacher keeps parents informed and works with them to help in the development of the student.
4. Teacher raises questions to staff and administration in an open manner in order to achieve results constructively.
5. Teacher collaborates in the development of curriculum objectives and goals.
6. Teacher willingly accepts staff responsibilities.

General observations ______________________________

Recommendations ______________________________

B. Professional Growth (Examples:)

1. Teacher accepts the responsibility for carrying out self-evaluation.
2. Teacher is able to listen to ideas and criticism and to weigh their merits.
3. Teacher can express differences and disagreement without hostility.
4. Teacher adapts successfully to changing situations (role assignments, duties and scheduling).
5. Teacher displays interest in new ideas and examines them critically.
6. Teacher continues to study and takes advantage of other educational opportunities.

General observations ______________________________

Recommendations ______________________________

II. Professional Characteristics (continued)

C. Managerial Responsibilities (Examples:)

1. Teacher reports with accuracy and depth.
2. Teacher attends promptly to office and parent communications.
3. Teacher fulfills extra-curricular responsibilities.
4. Teacher is punctual for appointments, assignments and meetings.
5. Teacher requests instructional materials in anticipation of needs.

General observations

Recommendations

- - - - - - - - - - - - - - - -

Has the teacher prepared a written comment to accompany this form? Yes ☐ No ☐

Supervisor's Signature

Teacher's Signature

Conference Date

(The signature does not indicate agreement or disagreement with the content of the report)

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NEWTON PUBLIC SCHOOLS
Newton, Massachusetts

October 28, 1976

THE EVALUATION OF SCHOOL PRINCIPALS
PROCEDURES

The evaluation of the work of the school principal should serve (a) to provide an important form of continued assistance and support to the principal, and (b) to create an opportunity for the superintendent and principal to discuss all aspects of performance.

In order to keep the principal fully informed, the following steps will be taken:

1. At the beginning of the school year the superintendent will provide the principal with the general criteria used to evaluate performance.
2. The superintendent, the two assistant superintendents and, where appropriate, the district coordinator and assistant director of personnel will meet with the principal in November and in March. The purpose of the meetings is to review the progress of the principal's work and to discuss strengths and weaknesses and special needs as perceived by the superintendent and by the principal.
3. At the close of each meeting, or shortly thereafter, the superintendent and the principal will meet together to summarize the discussions.
4. The superintendent will write a letter stating the conclusions reached in the evaluation of the principal's work.
5. The principal will be encouraged to respond in writing to the superintendent's evaluations.

CRITERIA FOR EVALUATION OF SCHOOL PRINCIPALS

The Newton Public Schools seek to employ as school principals those who possess certain personal qualities basic to the performance of the functions outlined below. It is obvious that the principal must be a person who has formulated a philosophy about education and human personality and have an understanding of the role of the school in society. The following attributes must also be apparent:

Knowledge of teaching methods and techniques.

Familiarity with good administrative practices.

Ability to get along with people.

Skill in written and oral communications.

Awareness of the need to evaluate the effectiveness of school programs and to make appropriate changes.

Capacity to stick to a job in spite of difficulty.

Willingness to delegate authority.

A feeling, always present, that the principal must account for decisions and practices.

Above all, the principal must be approachable and available to all segments of the community, sensitive to people of various backgrounds - and to the pulse of the school, have a tolerance for ambiguity, and have a sense of priorities that reflects an ability to discriminate between goals of greater and lesser import.

The following criteria provide more specific guidelines for the assessment of professional leadership in the school and community.

I. Program Leadership

Leadership in the administration of the school is most important. Teachers and other personnel wish to believe that progress is being made within the school, and in the school system as a whole. Most teachers look for challenges that will interest them, for activities connected with significant school problems, and for tangible results. In any organization people need to feel that they are part of a worthwhile endeavor.

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Examples:

Seeks to define aims for the school and to have faculty members share in the search.

Secures the best people possible for the organization.

Works with the staff as a team, helping subordinates and others to imporve their performance.

Assesses needs of individual staff members, as well as the staff as a whole, planning for in-service work accordingly.

Recognizes own strengths and weaknesses and is personally secure enough to seek for the staff the best help available in various curriculum areas.

Keeps organization members abreast of trends, promising practices and experimentation, recent ideas and materials.

Makes known own position on relevant issues.

Works with individual staff members to improve instruction.

Evaluates the program by means of observation, studies, testing, discussion of school program in relation to goals.

Uses data from studies for the improvement of instruction.

2. Relationships with Staff and Students

The principal has the task of establishing a school atmosphere and tone wherein all members of the school community can work effectively. People do their best work when they know what is expected of them and when they feel encouraged to assume responsibilities appropriate to their abilities.

Examples:

Evaluates and discusses each staff member's work in terms of school purposes.

Keeps faculty informed of policy and regulations of the school organization.

Encourages an atmosphere favorable to the voicing of ideas and opinions.

Provides opportunities for people and groups to discuss conflicts and to arrive at compromises.

Centers discussions and suggestions on problems rather than on personalities.

Appreciates and utilizes individual differences and gives recognition to outstanding work.

Has concern for intellectual, emotional, physical, and social needs of individuals.

Gives help and support to staff members without condoning poor practices.

Uses discretion and consideration in speaking of colleagues and their work.

3. Relationships with Parents and Community

The principal must see that the parents are well informed about the school's program and goals. Parents need to feel that their own ideas and concerns are heard and are taken into account.

The school can usually serve the wider community in many ways - educational, social, recreational - and the principal should be alert to such needs.

Examples:

Encourages an effective parent organization through which the educational aims, program and policies of the school may be interpreted to the public.

Recognizes possibilities for parent education and urges appropriate parent participation.

Acts as a spokesman for a sound, modern educational program and works to enlist parent cooperation and support.

Deals understandingly with the parents' hopes and concerns for their children.

Practices democratic procedures in parent and community relations.

Seeks to have parents and others assist in the school's daily program.

4. Operation of the School

One of the principal's tasks is to facilitate learning and teaching by operating the school in an efficient manner.

Examples: Procedures

Is efficient in the scheduling of staff duties and use of school plant and equipment.

Maintains free and open channels for communication: bulletins, meetings, and conferences.

Gives over-all supervision to the maintenance of school plant.

Works cooperatively with other administrators in the school system.

Budget

Uses the budget effectively to further the aims of the school.

Seeks to have faculty members participate in budget decisions and procedures.

Materials and Services

Makes readily accessible materials, equipment, and supplies.

Works with teachers to develop effective techniques for selection and use of good instructional materials.

Provides and encourages the use of a variety of resources - professional publications, consultants in special fields, committee resources.

NEWTON PUBLIC SCHOOLS
Newton, Massachusetts

October 29, 1976

THE EVALUATION OF SCHOOL PRINCIPALS IN A PROBATIONARY STATUS

The evaluation of the work of the school principal in a probationary status serves (a) to provide an important form of assistance and support to the new principal, and (b) to allow the superintendent to make his recommendation with regard to reappointment.

In order to keep the principal fully informed, the following steps will be taken:

1. At the beginning of the school year the superintendent will provide the principal with the general criteria used to evaluate performance.
2. The superintendent, the two assistant superintendents, and, where appropriate, the assistant director of personnel will meet with the principal in November and in March. The purpose of the meetings is to review the progress of the principal's work and to discuss strengths and weaknesses and special needs as perceived by members of the group and by the principal.
3. At the close of each meeting, or shortly thereafter, the superintendent and the principal will meet together to summarize the discussions.
4. The superintendent will write a letter stating the conclusions reached in the evaluation of the principal's work.
5. The principal will be encouraged to respond in writing to the superintendent's evaluations.

EVALUATION OF CLASSIFIED PERSONNEL

PART I: EVALUATIVE CRITERIA FOR COORDINATORS

A. Curriculum development and improvement

Success in developing and maintaining a curriculum that reflects the highest standards of the community and within your field.

Effectiveness of approach to curriculum development, including procedure for developing priorities and means of involving teachers.

Effectiveness of curriculum articulation from grade to grade and level to level.

Success in differentiating curriculum for students who have special needs.

Clarity and utility of guidelines and related materials.

Quantity, quality, appropriateness, and accessibility of materials and equipment.

B. Staff development/Improvement of instruction

Quality and quantity of workshops and other forms of in-service training.

Effectiveness of follow-through after workshops.

Success in providing teachers with a means of assessing their own progress.

Ability to exemplify instructional competence, both during the workshops and in demonstration lessons and co-teaching in the classroom.

Success in disseminating examples of successful practice—from within and without the system.

C. Program evaluation

General quality of supervision of program.

Soundness and effectiveness of formative evaluation.

Clarity and effectiveness in articulating your "summative" judgments both to the Education Center staff and to the schools.

D. Administrative competence: within Education Center and system-wide

Quality and effectiveness of:

- Planning and prioritization.
- Time utilization.
- Annual reports, special reports, preparation of requests, management of accounts.
- Follow-through/implementation.
- Budgetary work.
- Development and allocation of resources.

Quality of supervision of specialists, assistants, secretaries.

Effectiveness in dealing with problems.

Maturity in dealing with constraints and limitations on program.

Effectiveness of administrative style.

Personal organization.

Punctuality.

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Evaluative Criteria (cont.)

E. Professional relationships

Quality of professional relationships.

With schools

Within the Education Center

With your own staff

With community agencies and general public

F. Leadership

Effectiveness of publications and presentations in interpreting your discipline and/or program to teachers, principals, Central Staff, School Committee, and public.

Effectiveness in both initiating action and in responding to requests for services.

Recognition as an "expert".

Special efforts in promotion of program: grant proposals, budgetary requests, special funds, sub days, summer curriculum efforts.

Imagination, "vision".

Papers delivered, workshops conducted at regional, state, national, and international levels.

Membership and office in professional organizations.

Publications.

PART II: SELF-ASSESSMENT

Guidelines:

1. For "most satisfactory progress", describe succinctly what has occurred during the past two years.
2. For "further development needed" and "goals for this year", use a double asterisk to indicate highest priorities and a single asterisk to indicate priorities.
3. For sections A - C, group the remarks that pertain to elementary or secondary.
4. In outlining your "goals for this year", consider how you will evaluate your success in achieving them. You may write down your self-evaluation plans if you think this would be helpful.
5. Use the back of the sheet for any comments.

Categories:

A. Curriculum development and improvement

B. Staff development/Improvement of instruction

C. Program evaluation

D. Administrative competence: within Education Center and system-wide

E. Professional relationships

F. Leadership

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A. Curriculum development and improvement:

Most satisfactory progress

Further development needed

Goals for this year

B. Staff development/Improvement of instruction:

Most satisfactory progress

Further development needed

Goals for this year

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NEWTON PUBLIC SCHOOLS
Newton, Massachusetts

TENTATIVE FORM FOR SUPERVISION AND EVALUATION OF HOUSEMASTERS

Housemaster________________________ School______________ Date__________197___

House___________________________ Supervisor__________________________

I. PERSONNEL

Examples:
1. Supervises all staff in the House.
2. Observes and evaluates yearly all non-tenure teachers.
3. Interviews teaching candidates and prepares written evaluations of these interviews.

General observations____

Suggestions for improvement____

II. MANAGEMENT

Examples:

1. Supervises all students in the House.
2. Assists principal in making the facility an attractive and productive place in which to work and learn.
3. Maintains an efficient House Office to serve students, teachers and parents.
4. Prepares numerous guides and reports relating to student jobs, college, courts, discipline and attendance.
5. Acts as chief disciplinarian in the House and confers with students, teachers and parents.
6. Assumes full responsibility for certain school programs and study-halls and the cafeteria on a regular basis.
7. Prepares budget requests, and other requisitions for items deemed necessary for the House. Assists in the collection of monies for caps and gowns, student exams, etc.

General observations

Suggestions for improvement

III. LEADERSHIP

Examples:
1. Attends and frequently chairs meetings in House that focus on programs and problems.
2. Participates in Department Heads and Housemasters meetings for the purpose of coordinating and enhancing total school efforts.
3. Keeps abreast of changes and developments in the profession by attending professional meetings, visiting other schools, reading and discussion.

General observations____

Suggestions for improvement____________________________________

- - - - - -

Has the Housemaster prepared a written comment to accompany this form? ☐ Yes ☐ No

Supervisor's Signature____________________________________

Housemaster's Signature___________________________________

Conference Date________________________

(The signature does not indicate agreement or disagreement with the content of the report)

9/78

NEWTON PUBLIC SCHOOLS
Newton, Massachusetts

TENTATIVE FORM FOR SUPERVISION AND EVALUATION OF DEPARTMENT HEADS

Name ______________________________ School ____________ Date _____ 197__

Subject ______________________________ Supervisor ________________________

I. CURRICULUM LEADERSHIP

Examples:

1. Reviews and evaluates the curriculum of the department with regard to content, method, organization and need for curriculum development.
2. Provides leadership in the selection, development and utilization of instructional materials, equipment and methodologies.
3. Keeps the members of the department informed about the latest developments within the teaching field.
4. Assists in the interpreting of the department's program to parents and other parts of the school system.
5. Facilitates articulation from junior high school to high school and from high school to college.

General observations ____

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Suggestions for improvement ______________________________________

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II. MANAGEMENT

Examples:

1. Assists teachers in the handling of the day-to-day problems of instruction, including student behavior, evaluation of student work, lesson planning and lesson presentation.
2. Recommends the assignment of the teachers of the department as to classes and schedules.
3. Prepares budget requests as required by the principal.
4. Acts as advisor to students on course selection, program changes and learning difficulties.

General observations ____

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Suggestions for improvement ____

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III. PERSONNEL

Examples:
1. Evaluates the performance of the teachers and the department.
2. Aids in the selection of new personnel for the department and recommends teachers of the department for tenure, promotion, transfer and dismissal as requested by the principal.

General observations ____________________

Suggestions for improvement ____________________

- - - - - - - - - - -

Has the Department Head prepared a written comment to accompany this form? ☐ Yes ☐ No

Supervisor's Signature ____________________

Department Head's Signature ____________________

Conference Date ____________________

(The signature does not indicate agreement or disagreement with the content of the report).

9/78

PRINCE WILLIAM COUNTY
PUBLIC SCHOOLS

PURPOSES OF EVALUATION

Overall Purpose

The primary purpose of evaluation is to promote improvement and professional growth so that the teaching/learning process and services to students will be more effective and will more nearly achieve division, school, and individual goals and objectives.

Specific Objectives

1. Improve communication.
2. Increase the capabilities of individuals to analyze needs and establish objectives.
3. Provide special assistance to individuals new to the system and to those in probationary service status.
4. Define dimensions of deficiency, when circumstances require, so that they will conform to requirements of due process.
5. Evaluate performance in terms of duties for which the individual can be realistically and reasonably held accountable.

DEFINITION OF TERMS

Action Plan	Consists of those measurable tasks or activities that will be carried out to achieve a specific objective.
Activities	Those specific actions which when completed in an action plan, are calculated to contribute to the fulfillment of a specific objective (synonym for "tasks").
Adjustment Procedures (Appeal)	The process to resolve serious divergencies of opinion, between the evaluatee and prime evaluator, with reference to evaluative assessments.
Analysis	Discussion between the evaluatee and evaluator of the results of the evaluation process.
Assessments of Objectives	Estimates made by the evaluatee and evaluator of the degree to which specific objectives were achieved.
Assessments, Overall	Estimates made by the evaluatee and prime evaluator of the degree to which the former performed successfully in areas for which specific objectives were not written.
"Client" Input	Information provided by those whom the evaluatee serves (students, parents, etc.) which can be used by the evaluatee to develop specific objectives and to indicate the degree to which the evaluatee's performance has attained the expectations of those served.
Conference, Interim	Conference held about midway in the evaluation cycle for the purpose of checking up on how well specific objectives are being achieved and to determine if modifications should be made in either specific objectives or action plans.
Conference, Culminating	Conference at the conclusion of the evaluation process (phase 7) for the purpose of analyzing results of the year and to make plans for the future.
Contributor	Individual who is in a position to provide useful counsel and/or help to either or both the evaluatee and the evaluator in the planning or achievement stages (e.g., department chairman, grade chairman, etc.).

Data, Evaluative	Information collected during the implementation of the action plans, which indicates the extent to which specific objectives are being accomplished.
Diagnosis	Process (phases 1 & 2) in the evaluation cycle by which the evaluatee determines areas and categories which may become the focus of specific objectives.
EBO	Evaluation by objectives.
Evaluatee	Individual being evaluated.
Evaluator	Individual who makes an assessment of the evaluatee's performance.
Evaluator, Prime	Individual having direct supervision over the evaluatee and who makes the principal assessment of the evaluatee's performance.
Follow-up	Actions taken following the completion of the current year's evaluation to consolidate gains and to plan for the future.
Full Evaluation	An evaluation consisting of all seven phases of the Teacher Improvement Program. The individual whose year for evaluation is due will complete a full evaluation.
Job Description	Delineation of duties and responsibilities of individuals whose positions are sufficiently specialized so as to make it advisable to use the job description as a supplement to the performance areas and categories.
Monitoring	Contacts of the evaluator with evaluatee to collect relevant information regarding the progress being made to carry out action plans and achieve specific objectives.

Objectives, Characteristics of	Criteria used to judge the suitability of the statement of a given objective so that it may be: - Measurable - Realistic - Challenging - Desirable
Objectives, Specific	Purposes, stated in writing, which explicitly indicate an objective statement with a stated outcome and the manner of measurement.
Partial Evaluation	A self-evaluation which involves the completion of only certain phases of the Teacher Improvement Program. All teachers not engaged in a full evaluation will complete a partial evaluation each year.
Performance Standards	Major categories of duties and responsibilities showing the broad scope of performance.
Performance Components	Sub-headings under each broad performance standard, the purpose of which is to clarify the content of the area.
Tasks	Specific steps taken in an action plan to accomplish a specific objective. Sometimes used as a synonym for for "activities".
TIP	Teacher Improvement Program, a system of evaluation by objectives designed for Prince William County.
TIP FORMS:	
TIP I	Diagnosis of Status of Current Performance
TIP II	Specific Objectives/Action Plan Worksheet
TIP III	Final Teacher Evaluation Form
Worksheet C	Interim "Check-Up" Conference Report Form

RELATION OF STANDARDS OF QUALITY AND OBJECTIVES FOR PUBLIC SCHOOLS IN VIRGINIA

TO

INDIVIDUAL GOALS AND OBJECTIVES

The Standards of Quality and Objectives for Public Schools in Virginia requires each school division to establish a six-year plan with an update of objectives annually. In turn, each school incorporates division objectives in its annual school plan.

It is obvious, therefore, that the Standards of Quality and Objectives must be closely related to the goals and objectives of individuals who will be evaluated under the Teacher Improvement Program.

Each evaluatee is urged to ascertain the nature of the annual update of division objectives, adapt, and incorporate as many as may be appropriate.

DEFINITION OF ROLES

Evaluatee:

1. Reviews performance areas/indicators/job description (where applicable), annual school plans, school system goals, and annual objectives.
2. Determines current needs from "Assessment of Overall Performance" (see page 25, TIP III).
3. Makes tentative selection of most relative objectives.
4. Holds conference with evaluator.
5. Develops action plans for each objective.
6. Implements action plans.
7. Completes self assessments of specific objectives.
8. Completes overall assessments of major areas of responsibility.
9. Confers with evaluator concerning evaluation results and plans for the future.

Evaluator:

1. Diagnoses needs of evaluatee.
2. Confers with evaluatee to review tentative objectives; makes recommendations for wording of objectives; suggests additional objectives as circumstances may require.
3. Makes sure that evaluatee whose work the previous year was less than satisfactory includes the most relevant objectives.
4. Works with evaluatee in implementation of action plans.
5. Completes assessments of overall performance and specific objectives.

FREQUENCY OF EVALUATIONS

According to School Board Policies 420 and 420.1, Teacher Evaluations are required as follows:

CATEGORY	FREQUENCY
First year probationary teachers	Twice during the year (a) First, no later than December 1. (b) Second, no later than March 15.*
All other probationary teachers	Annual Evaluation
Continuing contract teachers	(A) A full evaluation at least every three years no later than March 15. (B) Partial evaluation in intervening years. (C) Principals may call for a full evaluation at any time.

The concept of a full and partial evaluation is proposed in the revised procedures.

A. A FULL EVALUATION AT LEAST EVERY THREE YEARS

Full evaluation means carrying out all seven (7) phases in the process as indicated on page 10. The individual whose year for evaluation is due will complete a full evaluation. In order to maintain a reasonable ratio of evaluatees for each evaluator, the three-year cycle is to be retained under the revised procedures.

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* A copy of the written evaluation report shall be submitted to the teacher at the time of a personal interview to be conducted within 10 days of observation but in no case later than March 29. (Excerpt from Board Policy 420.1, Paragraph 4, dated 6/14/78)

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6. Confers with evaluatee in interim and culminating conferences.
7. Considers with evaluatee future plans as related to the current Assessment of Overall Performance (TIP III).

B. PARTIAL EVALUATION IN INTERVENING YEARS

Partial evaluation means basically self-evaluation and involves the completion of the shaded items on page 10.

C. PRINCIPALS MAY CALL FOR FULL EVALUATION AT ANY TIME

If, during the intervening years, the work of a continuing contract teacher falls below the satisfactory level, a full evaluation is called for. The principal is required to justify the action with evidence of the dimensions of deficiency. This must be done as early in the year as possible so that the specifications of deficiency can become the objectives. Help must be provided, and careful records kept of the progress (or lack of it) that is being made.

FULL
EVALUATION:
ALL 7 PHASES

PRINCE WILLIAM COUNTY SCHOOLS
Teacher Improvement Program
Seven-Phase Process

PARTIAL
EVALUATION:
SHADED AREA

Planning Stage

Phase 1

a. Review results of previous year

b. Diagnose needs for current year

c. Write tentative specific objectives & tentative action plans

By the evaluatee's 20th instructional day

Phase 2

a. Evaluatee and Evaluator confer regarding needs of Evaluatee

b. Agree on specific objectives and action plans

1st year teachers complete by 30th instructional day. Other teachers being evaluated, by 40th instructional day

Achieving Stage

Phase 3

a. Implement action plans

b. Evaluatee and Evaluator work together to achieve objectives

Between 20th and 90th instructional day

Phase 4

a. Evaluatee and Evaluator hold interim "check up" conference

b. Make changes (if any) in objectives and action plans

1st year teachers by December 1st
Others by February 1st

Phase 5

a. Continue the implementation of action plans

Between 90th instructional day and March 15th

Phase 6

a. Complete assessment of results
   (a) Self
   (b) Evaluator

By March 15th

Phase 7

a. Hold culminating conference to analyze results

b. Make preliminary plans for coming year

By March 29th

PLANNING STAGE

PHASE 1

a. Review results of previous year
b. Diagnose needs for current year
c. Write tentative specific objectives
   and tentative action plans

A. REVIEW RESULTS OF PREVIOUS YEAR

Review carefully all the areas and categories in the Performance Standards and/or review your last assessment of overall performance to determine those items where you feel it would be useful to make improvements or to consolidate existing strengths. In a sense, you will be completing a needs assessment when you diagnose the status of your current performance.

B. DIAGNOSE NEEDS FOR CURRENT YEAR

Areas and categories in Assessment of Overall Performance should be carefully considered in order to diagnose the status of current performance and subsequently to establish tentative specific objectives. The performance standards (pages 12-16) are in keeping with the Standards of Quality of the State of Virginia.

The evaluatee should make tentative selections of specific objectives with emphasis placed on areas needing improvement since this is the major aspect of the teacher evaluation process. Consideration should also be given to school and division goals as relevant to the overall improvement of educational performance.

With certain kinds of positions of specialization such as counselor, speech therapist, librarian, etc., it is quite possible that the areas and categories will not describe your position completely. In such instances, it is recommended that you use your job description (see 1000 under Performance Standards) in addition to the performance standards. It is important to consider your total job in diagnosing your needs and establishing the specific objectives in step C.

Performance Standards (e.g. 100, Humanization of Instruction--1000 Job Descriptions) are listed as the framework for diagnosis and serve as a basis for teacher evaluation. These standards describe the scope of teacher performance. Components (#101,102 etc.), are limited to the functions of specific objectives. Provisions are made to expand components (e.g. 109,110 ---).

100 - HUMANIZING OF INSTRUCTION

101 - Assess academic strengths and weaknesses of each student

102 - Recognize emotional and social stages of development of individual students

103 - Be aware of the socio-economic environment of students

104 - Encourage students to become aware of their own individual needs and talents

105 - Encourage each student to accept the needs and worth of others

106 - Enable each student to recognize his or her responsibilities in attaining the learning goals of the group

107 - Provide for positive communication among students, parents, and the school

108 - Recognize the worth of every individual

109 - Other (Specify)

110 - Other (Specify)

C33

200 - PROVIDE FOR INDIVIDUAL DIFFERENCES

201 - Develop different achievement standards for students with varying abilities and/or past achievements

202 - Provide appropriate subject matter and learning experiences to meet the academic strengths and weaknesses of each student

203 - Provide opportunities for students to work independently on tasks that derive from and contribute to the planned activities of the group

204 - Provide opportunities for students to work independently on tasks derived from individual needs and interests

205 - Recognize students with exceptional needs and cooperate with resource persons to meet those needs

206 - Help students develop the ability to attend to a task in both group and individual activities

207 - Other (Specify)

208 - Other (Specify)

300 - USE APPROPRIATE INSTRUCTIONAL MATERIALS AND OTHER RESOURCES

301 - Make use of basal materials

302 - Utilize supplemental materials

303 - Use audio-visual aids and equipment

304 - Include a variety of classroom activities

305 - Make use of related educational activities outside the classroom

306 - Draw upon resource persons and take advantage of resources provided by related organizations

307 - Other (Specify)

308 - Other (Specify)

400 - ORGANIZE LEARNING ACTIVITIES TO ACHIEVE SPECIFIC PURPOSES

- 401 - Develop needed skills
- 402 - Build understanding of specific concepts
- 403 - Develop competencies in problem solving
- 404 - Enable students to develop wholesome attitudes
- 405 - Encourage critical and independent thinking
- 406 - Equip students to cope with change
- 407 - Establish goals and objectives
- 408 - Other (Specify)
- 409 - Other (Specify)

500 - PROVIDE FAVORABLE PSYCHOLOGICAL ENVIRONMENT

- 501 - Provide opportunities for students to develop realistic self-image
  - 501.1 - Match learning and teaching styles
  - 501.2 - Maximize strengths and minimize weaknesses of students
  - 501.3 - Stress student self-evaluation
  - 501.4 - Facilitate open discussion; refrain from being judgemental
  - 501.5 - Promote higher cognitive processes
  - 501.6 - Develop self-responsibility, pride, and self-worth
  - 501.7 - Foster creative expression
  - 501.8 - Express positive teacher attitudes
- 502 - Provide opportunities for students to be involved in all aspects of learning
  - 502.1 - Maintain a physically attractive environment
  - 502.2 - Plan activities appropriate to the class size
  - 502.3 - Set class and school guidelines
  - 502.4 - Conduct class and school activities
- 503 - Promote a warm, open and accepting classroom climate
- 504 - Other (Specify)
- 505 - Other (Specify)

600 - EVALUATE PROGRESS OF STUDENTS

601 - Help students evaluate their own progress and involve students in evaluation processes

602 - Facilitate the application of knowledge to new situations

603 - Include achievement and effort in all areas of instruction, habits of work, attitudes, personal traits, and group relationships

604 - Vary assessment and grading procedures to accommodate individual differences

605 - Other (Specify)

606 - Other (Specify)

700 - PROVIDE RELATED SERVICES TO STUDENTS

(Nature and extent to be jointly determined by evaluatee and evaluator. Includes extra curricular activities and duties, assigned or voluntary, for which no extra compensation is provided.)

800 - ACHIEVE GOALS AND OBJECTIVES OF THE SCHOOL SYSTEM

(As determined by the school system in connection with its long range plan. Includes the Prince William County Standards of Quality general goals with annual up-date of objectives.)

900 - ACHIEVE SCHOOL OR UNIT LEVEL GOALS AND OBJECTIVES

(As determined annually on school or office level. Includes objectives from the annual school plan and the requirements necessary to meet the State and Southern Association of Schools and Colleges accreditation standards.)

1000 - ACHIEVE CONTENTS OF JOB DESCRIPTION

(Includes the contents of the job description of specialists, in-house and itinerant, and extra-curricular activities for which supplemental compensation is provided.)

C. WRITE TENTATIVE SPECIFIC OBJECTIVES AND TENTATIVE ACTION PLANS

The quality of the objectives is the important factor; therefore, one to three comprehensive objectives should be sufficient.

Specific objectives are carefully prepared statements saying what you plan to do to make an improvement in your performance. An objective may be a statement of what you plan to do to further strengthen an area in which you already feel confident that you are achieving good results.

A specific objective consists of (1) an objective statement, (2) a desired outcome, and (3) a method of measurement. Objectives which are stated vaguely and action plans which are incomplete make their accomplishment and assessment difficult. It is, therefore, very important to write specific objectives clearly, explicitly, and as completely as possible.

All specific objectives should be explicitly stated, have the outcome indicated, and include a statement of measurement. Good specific objectives should be realistic, challenging, measurable, and educationally desirable.

TIP I, Column 1, should be completed and tentative specific objectives written according to the format prescribed in TIP II.

Fill out in duplicate
Copy 1 - Evaluatee
Copy 2 - Evaluator

TIP I

PRINCE WILLIAM COUNTY SCHOOLS

DIAGNOSIS OF STATUS OF CURRENT PERFORMANCE

Name of Evaluatee: ______________________________

Name of Evaluator: ______________________________

School Year: ____________________ Date: ____________________

Directions: Evaluatee and evaluator review the areas and categories of the performance standards and/or job description. Evaluatee completes Column 1; Evaluator, Column 2; both, Column 3. Put the numbers of the most appropriate categories under each broad area, in the respective columns.

Performance Areas	NUMBERED CATEGORIES		
	Col. 1	Col. 2	Col. 3
100 Humanizing of Instruction			
200 Provide For Individual Differences			
300 Using Appropriate Instructional Materials and Other Resources			
400 Organize Learning Activities to Achieve Specific Purposes			
500 Provide Favorable Psychological Environment			
600 Evaluate Progress of Students			
700 Provide Related Services to Students			
800 Achieve Goals/Objectives of School System			
900 Achieve School/Unit Goals and Objectives			
1000 Achieve Contents of Job Description (*)			

(*) Where applicable

Key:
Column 1. - Evaluatee's Diagnosis
Column 2. - Evaluator's Diagnosis
Column 3. - Agreed Upon Items (for developing specific objectives)
(Encircle numbers of non-agreed upon items)

PLANNING STAGE

PHASE 2

a. Evaluatee and Evaluator confer regarding needs of Evaluatee
b. Agree on specific objectives and action plans

A/B EVALUATEE AND EVALUATOR CONFER REGARDING NEEDS OF EVALUATEE

Using TIP I to reach consensus, a conference will be arranged to determine specific objectives and action plans.

Each Specific Objective has its own Action Plan. A form (TIP Form II) is used for each. An Action Plan is a list of activities and/or tasks which the individual designs to accomplish the Specific Objective. Each activity or task should be related to the accomplishment of the desired result indicated in the objective. Following the conference, the completed TIP II forms will be submitted to the evaluator for approval.

Use a separate worksheet
for each specific objective

(Process)

TIP Form II

Name of Evaluatee: ______________________________ School Year ________________

SPECIFIC OBJECTIVE/ACTION WORKSHEET

Specific Objective # ______________ (Explicit statement/outcome/how measured)

Indicate tasks or activities to be carried out to achieve objectives	Extent of Progress

Fill out in duplicate
Copy 1 - Evaluatee
Copy 2 - Evaluator

ACHIEVING STAGE

PHASE 3

a. Implement action plans
b. Evaluatee and Evaluator work together to achieve objectives

A/B IMPLEMENT ACTION PLANS

EVALUATEE AND EVALUATOR WORK TOGETHER TO ACHIEVE OBJECTIVES

The evaluatee will initiate action to carry out the tasks and activities set forth in his/her Action Plan (TIP II).

ACHIEVING STAGE

PHASE 4

a. Evaluatee and Evaluator hold interim "check up" conference
b. Make changes (if any) in objectives and action plans

A. EVALUATEE AND EVALUATOR HOLD INTERIM "CHECK UP" CONFERENCE

First year teachers will be evaluated using Worksheet "C" by December 1. All other teachers being evaluated will have an interim conference prior to February 1. An interim conference check up report (Worksheet "C") will be completed at this time (see page 21).

B. MAKE CHANGES (IF ANY) IN OBJECTIVES AND ACTION PLANS

Changes (if needed) should be made in objectives and action plans at this time.

Distribution:
Original - Personnel
Yellow - Evaluatee
Pink - Evaluator

Prince William County Public Schools

Worksheet C

INTERIM CHECK-UP CONFERENCE REPORT

(Due in writing within ten (10) days after the interim check-up conference has been held.)

EVALUATEE: ____

EVALUATOR: ____

DATE OF CONFERENCE: ______________ DATE OF THIS REPORT: __________

The following is the evaluator's report of the interim check-up conference held as indicated above. Check as many of the following items as apply:

____ 1. Your objectives are still relevant.

____ 2. Your action plans are "on target" (except as may be indicated below).

____ 3. Suggest that modifications be made in objectives as indicated below.

____ 4. Suggest that alternatives be made in your action plans as indicated below.

____ 5. Am well pleased with progress being made. Keep up the good work.

____ 6. Other (specify): ______________________________

____

____

Suggestions and recommendations, if indicated in Items 2, 3, or 4 above. (If more space is required, use reverse side of this page.)

SIGNATURES: (Do not signify concurrence, but only that the evaluation process was completed.)

EVALUATEE: ______________________________ DATE: ______________

EVALUATOR: ______________________________ DATE: ______________

ACHIEVING STAGE (cont)

PHASE 3

a. Continue the implementation of action plans

A. CONTINUE THE IMPLEMENTATION OF ACTION PLANS

Continue the implementation of action plans. Evaluations must be completed no later than March 15 (Board Policy 420.1, paragraph 2).

ASSESSING STAGE

PHASE 6

Complete assessment of
results
(a) Self
(b) Evaluator

COMPLETE ASSESSMENT OF RESULTS (a) SELF, (b) EVALUATOR

There are TWO elements of the assessment process. The first element is an overall assessment of the 10 areas of the performance standards. The second element is an assessment of the extent to which specific objectives have been achieved.

The evaluator and the evaluatee in completing the overall performance assessment will treat each standard as a total entity. However, it is reasonable to suppose that the evaluator and evaluatee will address specific components as the overall assessment is made. It should also be understood that both parties will make references to specific components if the performance standard is marked "B" - results below expectation.

The evaluatee makes a self-assessment in both elements of the Teacher Evaluation Report.

Part I - the self-assessment is made in relation to the overall performance in the ten standards

Part II- the self-assessment is made in relation to the specific objectives

ASSESSING STAGE (cont'd)

In the case of specialists, evaluation will be conducted by the person to whom they report directly. Some itinerant teachers will be assigned to a base school and it will be the responsibility of the base school principal to complete the evaluation. The base school principal will receive input from principals of other schools served by the itinerant teacher.

Itinerant teachers not assigned to a base school will be evaluated by the program administrator. The program administrator will receive input from building principals of schools served by the itinerant teacher.

Part I Assessment of Overall Performance

Major Areas of Teacher Responsibility	Assessments	
	Self	Eval
100 - Humanizing of Instruction (Comments and Recommendations)		
200 - Provide for Individual Differences (Comments and Recommendations)		
300 - Use Appropriate Instructional Materials/Resources (Comments and Recommendations)		
400 - Organize Learning Activities to Achieve Specific Purposes (Comments and Recommendations)		
500 - Provide Favorable Psychological Environment (Comments and Recommendations		
600 - Evaluate Progress of Students (Comments and Recommendations)		
700 - Provide Related Services to Students (Comments and Recommendations)		
800 - Achieve Goals/Objectives of School System (Standards of Quality, etc.) (Comments and Recommendations)		
900 - Achieve School/Unit Goals and Objectives (Comments and Recommendations)		
1000 -Achieve Contents of Job Description (*) (Comments and Recommendations)		

* Where applicable

Assessment Key:
E - Exceeded Expectations
M - Met Expectations
B - Results Below Expectations
Page 4 may be used for additional comments and recommendations. This would be optional for areas noted E & M, but must be clearly stated for areas that are below expectations.

Make 3 Copies:
#1 - Evaluatee
#2 - Evaluator
#3 - Personnel

PRINCE WILLIAM COUNTY SCHOOLS

Teacher Evaluation Report

Teacher Improvement
TIP - Form III

Name of Evaluatee: ______________________________

Position; ______________________________

School/Office: ______________________________

Name of Evaluator: ____________________ Position: ____________

Year: ____________________ Contract Status ____________

DIRECTIONS: Read The Handbook of Evaluation Procedures carefully before completing this form. Copy from Specific Objective/Action Plan Worksheet, TIP Form II, the specific objectives and list them on Page of this form - not the tasks or activities in the action plan.

At assessment time, you will complete the column marked Self-Assessment. Your evaluator will complete the column marked Evaluator's Assessment.

In the space for Assessment of Overall Performance, indicate your general estimate of accomplishment in each of the ten major areas of responsibility in the Self-Assessment column. Your evaluator will do likewise in the column marked Evaluator's Assessment.

In completing the section on Overall Performance, for any area marked B, Results Below Expectation, both the Evaluatee and Evaluator are required to state the reason for the B in the space provided (See Comments and Recommendations).

In signing the form below, the signatures do not necessarily signify concurrence, but rather that the evaluation process was completed.

653

Part II Specific Objectives - Assessments

Specific Objectives	Assessments	
	Self	Eval.

Assessment Key:
E - Exceeded Expectations
M - Met Expectations
B - Below Expectations

COMMENTS AND RECOMMENDATIONS

Evaluatee:

Evaluator:

SIGNATURES:

Evaluatee: ______________________________ Date: ____________________

Evaluator: ______________________________ Date: ____________________

ASSESSING STAGE

PHASE 7

a. Hold culminating conference to analyze results*

b. Make preliminary plans for coming year

A. HOLD CULMINATING CONFERENCE TO ANALYZE RESULTS

B. MAKE PRELIMINARY PLANS FOR COMING YEAR

The culminating conference is the time when the evaluatee and the evaluator confer about assessment of the teacher improvement and evaluation process. Plans are also made for the next step of the cycle. During the conference the evaluatee and the evaluator compare their assessments of the performance standards and specific objectives. If there are differences, the two try to reach a consensus with an understanding that it is not mandatory. If a consensus cannot be obtained, each party would write a comment on page 2 of the evaluation report (TIP III) in relation to their assessments.

If it is apparent that the work of a teacher is less than satisfactory, this fact would have emerged long before the culminating conference. In fact, it should surface during the interim conference or before. Generally there should be no "surprises" in the culminating conference. Where there is unsatisfactory performance, the evaluator will provide back up materials prior to and during the culminating conference.

---

*A copy of the written Evaluation report (TIP III), shall be submitted to the teacher at the time of a personal interview to be conducted within 10 days of observation but in no case later than March 29th (Excerpt from Board Policy 420.1, paragraph 4, dated 6/14/78)

The latter part of the conference should be a review of the performance standards in order to set up tentative objectives for the coming year. Objectives discussed at this time should be considered tentative and are subject to change by both parties.

APPEAL ADJUSTMENT PROCESS

School Board Policy 420.1, paragraph 4, dated 6/14/78, states:

> A copy of the written evaluation report shall be submitted to the teacher at the time of a personal interview to be conducted within ten (10) days of observation but, in no case, later than March 29, one copy to be signed and returned to the administrator and the other to be retained by the teacher. In the event that the teacher feels his/her evaluation was incomplete or unjust, he/she may put his/her objections in writing and have them attached to the evaluation to be placed in his/her personnel file.

658

TIP FORM I
PRINCE WILLIAM COUNTY PUBLIC SCHOOLS
DIAGNOSIS OF STATUS OF CURRENT PERFORMANCE

Name of Evaluatee: ______________________________

Name of Evaluator: ______________________________

School Year: ______________________________ Date: ____________

Directions: Evaluatee and evaluator review the areas and categories of the performance standards and/or job description. Evaluatee completes Column 1; Evaluator, Column 2; both, Column 3. Put the **numbers** of the most appropriate categories under each broad area, in the respective columns.

PERFORMANCE AREAS	NUMBERED CATEGORIES		
	Col. 1	Col. 2	Col. 3
100 Humanizing of Instruction			
200 Provide For Individual Differences			
300 Using Appropriate Instructional Materials and Other Resources			
400 Organize Learning Activities to Achieve Specific Purposes			
500 Provide Favorable Psychological Environment			
600 Evaluate Progress of Students			
700 Provide Related Services to Students			
800 Achieve Goals/Objectives of School System			
900 Achieve School/Unit Goals and Objectives			
1000 Achieve Contents of Job Description (*)			

(*) Where Applicable

KEY:
Column 1 - Evaluatee's Diagnosis
Column 2 - Evaluator's Diagnosis
Column 3 - Agreed Upon Items (for developing specific objectives)
(Encircle numbers of non-agreed upon items)

DISTRIBUTION:
Original - Evaluatee
Copy - Evaluator

659

FORM NO. 7530-0235 (7/79)

Worksheet C

PRINCE WILLIAM COUNTY PUBLIC SCHOOLS

INTERIM CHECK-UP CONFERENCE REPORT

(Due in writing within ten (10) days after the interim check-up conference has been held.)

EVALUATEE: ______________________________

EVALUATOR: ______________________________

DATE OF CONFERENCE: ______________ DATE OF THIS REPORT: ______________

The following is the evaluator's report of the interim check-up conference held as indicated above. Check as many of the following items as apply:

____ 1. Your objectives are still relevant.

____ 2. Your action plans are "on target" (except as may be indicated below).

____ 3. Suggest that modifications be made in objectives as indicated below.

____ 4. Suggest that alternatives be made in your action plans as indicated below.

____ 5. Am well pleased with progress being made. Keep up the good work.

____ 6. Other (specify): ______________________________

Suggestions and recommendations, if indicated in items 2, 3, or 4 above. (If more space is required, use reverse side of this page.)

SIGNATURES: (Do not signify concurrence, but only that the evaluation process was completed.)

EVALUATEE: ______________________________ DATE: ____________

EVALUATOR: ______________________________ DATE: ____________

DISTRIBUTION:
Original - Personnel
Copy 1 - Evaluatee
Copy 2 - Evaluator

FORM NO. 7530-0239 (7/79)

TIP FORM II

PRINCE WILLIAM COUNTY PUBLIC SCHOOLS

SPECIFIC OBJECTIVE/ACTION WORKSHEET

(Use a separate worksheet for each specific objective.)

Name of Evaluatee: ______________________ School Year ________

Specific Objective # __________ (Explicit statement/outcome/how measured)

Indicate Tasks or Activities to be Carried Out to Achieve Objectives	Extent of Progress
661	662

DISTRIBUTION:
Original - Evaluatee
Copy - Evaluator

FORM NO. 7530-0236 (7/79)

DISTRIBUTION:
Original - Evaluatee
Copy 1 - Evaluator
Copy 2 - Personnel

TIP FORM III

PRINCE WILLIAM COUNTY PUBLIC SCHOOLS
TEACHER EVALUATION REPORT

Name of Evaluatee: ____________________

Position: ____________________

School/Office: ____________________

Name of Evaluator: ____________________ Position: __________

Year: __________ Contract Status: ____________________

DIRECTIONS: Read The Handbook of Evaluation Procedures carefully before completing this form. Copy from Specific Objective/Action Plan Worksheet, TIP Form II, the specific objectives and list them on Page 2 of this form - not the tasks or activities in the action plan.

At assessment time, you will complete the column marked **Self-Assessment.** Your evaluator will complete the column marked **Evaluator's Assessment.**

In the space for **Assessment of Overall Performance**, indicate your general estimate of accomplishment in each of the ten major areas of responsibility in the **Self-Assessment** column. Your evaluator will do likewise in the column marked **Evaluator's Assessment.**

In completing the section on **Overall Performance**, for any area marked **B, Results Below Expections,** both the Evaluatee and the Evaluator are required to state the reason for **B** in the space provided (See Comments and Recommendations).

In signing the form below, **the signatures do not necessarily signify concurrence, but rather that the evaluation process was completed.**

PART I - ASSESSMENT OF OVERALL PERFORMANCE

		Assessments	
Major Areas of Teacher Responsibility		Self	Eval.
100	Humanizing of Instruction (Comments and Recommendations)		
200	Provide for Individual Differences (Comments and Recommendations)		
300	Use Appropriate Instructional Materials/Resources (Comments and Recommendations)		
400	Organize Learning Activities to Achieve Specific Purposes (Comments and Recommendations)		
500	Provide Favorable Psychological Environment (Comments and Recommendations)		
600	Evaluate Progress of Students (Comments and Recommendations)		
700	Provide Related Services to Students (Comments and Recommendations)		
800	Achieve Goals/Objectives of School System (Standards of Quality, etc.) (Comments and Recommendations)		
900	Achieve School/Unit Goals and Objectives (Comments and Recommendations)		
1000	Achieve Contents of Job Description (Where Applicable) (Comments and Recommendations)		

Assessment Key:
E - Exceeded Expectations
M - Met Expectations
B - Results Below Expectations

Page 2 may be used for additional comments and recommendations. This would be optional for areas noted E & M, but must be clearly stated for areas that are below expectations.

FORM NO.
7530-0237 (7/79)

PRINCE WILLIAM COUNTY PUBLIC SCHOOLS
PART II - SPECIFIC OBJECTIVES/ASSESSMENTS

Specific Objectives	Assessments	
	Self	Eval.

Assessment Key:
E - Exceeded Expectations
M - Met Expectations
B - Below Expectations

COMMENTS AND RECOMMENDATIONS

Evaluatee:

Evaluator:

SIGNATURES:

Evaluatee: ______________________________ Date: ____________

Evaluator: ______________________________ Date: ____________

DISTRIBUTION:
Original - Personnel
Copy 1 - Evaluatee
Copy 2 - Evaluator

FORM NO. 7530-0238 (7/79)

Reading Public Schools

Reading, Massachusetts
OFFICE OF THE SUPT. ROBERT S. WELLS, Ed.D. *Supt. of Schools*

EDUCATION-BY-OBJECTIVES: Reading's approach to communication about teacher performance and Reading's way of appraising the performance of the professional staff.

This document represents the efforts of a number of our staff to improve and upgrade professional service in our schools. It is being published in this form to make it readily accessible to all of the staff

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INTRODUCTION

DR. R. S. WELLS, SUPT.

One of the noble ideals, accepted in an unquestioning fashion by all professionals, is that the quality of education for students is improved by continued improvement of the instructional performance of the staff.

Here in Reading, the professional staff of teachers, principals, department heads, directors, and teacher specialists, have worked diligently — as a group and as individuals — to grow and develop professionally.

One of the outgrowths of this continuous search for the ideal is an agreement by the staff to use a process, called Education-by-Objectives (E.B.O.), as a way to communicate about instructional issues. This structured way of talking about the instructional performance of individual staff members by the person and the supervisor gives reasonable promise of contributing to the professional growth and improvement of teachers and it is the hope of achieving this reasonable promise which motivates the staff to use the process.

While the E.B.O. process has general value as a communication approach in the day-to-day exchanges between the staff and their supervisors, it has specific merit as an improvement over our recent methods of evaluating staff performance. The E.B.O. approach places emphasis on improvement rather than rating, and is not narrowly judgmental in its recommended style. Two way exchanges are encouraged, and words like "mutual goal-setting" and "agreements between evaluator and evaluatee" are central to the purpose of E.B.O.

The acceptance of this by our staff has been very positive. We now look forward to it being of benefit to them as individuals at the same time it benefits the entire school community.

Dr. Robert Munnelly deserves high praise for his efforts in directing this project and for his leadership and skill in preparing the handbook in its final form.

My thanks are also extended to those who also gave unstintingly of their time and energy in assisting him with the development of this document.

Teacher Evaluation and E.B.O.

The phrase "evaluation of teaching" all too often has a negative and thus threatening connotation. A source of the negative feeling is that evaluation and rating are often synonymous. Rating is one-way; it is *done to* a teacher. Evaluation activities, on some occasions in the past, were carried out mechanically to carry out a contract commitment ("every teacher must be evaluated annually"). As one might expect all professionals express a belief in the worth of evaluation for improving both teachers and education, but the mere assertion of the belief does not insure that, in practice, evaluation and improvement go hand in hand.

Yet it is clear that both the teacher as a person and the school as a societal institution have a basic need for evaluation. People have strong needs for recognition, achievement and esteem; evaluation provides a basis for the kind of feedback out of which can come satisfaction of this need. Teachers who have worked hard to improve need to know how they are progressing. Schools are accountable to many groups in society for "how they are doing", and need to make decisions about placement of teachers and pupils, salaries, in-service needs, promotions. Formal evaluation provides data for these purposes.

The approach to evaluation and supervision which seems most likely to succeed in meeting these positive purposes of people and school is that of Education-By-Objectives. In this approach both the supervisor and the supervisee work together in identifying areas most in need of attention, in setting goals, in deciding courses of action and in determining how progress will be assessed. The basic principles of the approach are:

(a) a teacher needs to know what is expected of him

(b) a teacher needs to know how he is doing
(c) a teacher must be able to obtain assistance as needed
(d) teacher and supervisor need to work out agreements on "targets" which form the focus of the evaluative process.

Such practices are premised on the notion that self-evaluation and self-appraisal are the best approaches to the improvement of the teacher's performance. The teacher is regarded from the first as an aware professional who is working to do the best possible for the good of the children. The formal process of staff evaluation, it follows logically, must encourage critical self-analysis by the individual teacher so the teacher can make the changes necessary to bring about improved performance. Evaluation, carrying out these principles, is not *done to* a staff member by a superior but instead is *done with* the teacher. Check lists and rating lists, used alone as evaluation instruments, are too narrow and are not improvement-oriented. The basis of most rating schemes is a comparison to other teachers and the evaluatee just doesn't ever gain real knowledge of how other teachers perform. Research shows such comparisons are rarely motivating; rating tends to invite defensive reaction which is not improvement-oriented.

An EBO approach does not avoid judgments by the evaluator or the evaluatee. The process does not take away rights or responsibility of an evaluator to tell an evaluatee that teacher performance is poor or unsatisfactory. The EBO process sets the stage for open and frank discussions leading to the kind of help which can bring about improvement. Most importantly, judgment about the value of a teacher's work can be communicated in great detail. Positive reinforcement of this kind is possibly the best approach to maintaining that which is good about a person's performance.

As in our present evaluation procedure, a formal written statement in essay form incorporating the judgment about the teacher performance is to be prepared by the end of March each year for non-tenure staff and by the end of June for the tri-annual evaluation of tenured teachers. This official performance rating by which the teacher's status as a satisfactory or unsatisfactory teacher is determined will be transmitted to the central office for inclusion in the personnel file of the teacher.

Under EBO, the judgment included in the written performance statement will come as no surprise to the teacher. The written document should be a restatement of ideas shared, discussed and acted on during the appraisal process.

The EBO approach will not make the evaluation process easier, and it may even make the process in some ways more difficult. EBO will not make evaluation a precise, objective act. However, it will lend more certainty and agreement to what is largely a subjective process.

The bet is that the final overall summary evaluation judgment is better as a result of a close, two-way, in-depth look at a few educational objectives and goals than from a casual, superficial one-way rating of tens of traits, characteristics and behaviors of teachers.

Communicating about Teaching Performance by The Education-by-Objective (E.B.O.) Process

In an E.B.O. process, participants are prepared to carry out tasks such as those indicated below:

(a) Prior to an objective setting conference with evaluator(s):
  (1) familiarize yourself with previously defined teacher roles, department goals, and district priorities
  (2) analyze past performance
  (3) identify the objectives to be focused upon
  (4) specify performance indicators
(b) At an objective setting conference:
  (1) present objectives
  (2) identify performance indicators
  (3) consider objectives suggested by department chairman and/or building administrator
  (4) discuss the means to be employed in monitoring performance
  (5) identify the type and extent of support that can be expected from the department chairman and/or building administrator in the mutual pursuit of the objectives agreed upon
  (6) be sure everyone present understands the nature of the objectives and indicators of their successful completion prior to the termination of the conference
(c) Between conferences:
  (1) monitor performance and collect data on efforts directed at mastering the objectives
  (2) keep records of self-assessment
  (3) monitor the degree to which agreed upon support is being provided by the department chairman and/or building administrator
(d) At interim conferences:
  (1) discuss the data monitored by the participants
  (2) discuss progress to date
  (3) be sure a written record is kept of these meetings
(e) At summary conference:
  (1) discuss all monitored data
  (2) analyze performance of all participants
  (3) assist in the completion of the evaluation report
  (4) assist in the development of new objectives
  (5) assist in identifying the resources that will be provided

(6) if needed, establish the time and date of any follow-up conferences which might be required as a result of this conference (optional)

(7) be sure that everyone present understands the outcome of this conference and that the evaluator provides participants with a written summary which will serve as the official evaluation to be transmitted to central office.

E.B.O.
Step-by-Step

I. CLARIFY THE RESPONSIBILITIES OF THE TEACHER

The first step is to clarify the duties and responsibilities of the teacher. This can be done in discussions held early in the academic year. The aim is to insure that common understandings exist.

The job description of teacher in the Reading Public Schools is a key criteria on which a teacher's performance is evaluated by both the teacher in a self-evaluation process and the evaluator in a comparison mode. It should be discussed fully. The job description for teachers in the Reading Public Schools was prepared by a Committee of teachers and administrators in 1974. (See box at right).

There are six major responsibilities set out in the job description for the teacher who would direct the learning activities of students in the attainment of established curriculum goals:

1. Instruction
2. Classroom Management
3. Pupil-teacher Relations
4. School Organization and Administration
5. Professional Development
6. School-Community Relations

As another input into the discussion, the participants should review the roles and responsibilities — specific — to the teacher's assignment, as for example, a member of a math department or as a music specialist or a member of a primary level teaching team or a 6th grade teacher.

The curriculum goals established by the State Board of Education and the Reading School Committee should be reviewed, as should educational priorities in a particular school at the time of evaluation. It may be focusing on improvement of research skills or on the implementation of a broad-based "life curriculum."

The goals and ideals of the evaluatee as well as the preliminary views of the evaluator should be discussed. It may be that the teacher has personal goals established, such as "wanting to use more A.V. aids in the instruction of the students" or that the supervisor has some goals to offer, e.g., "How can we integrate some physically handicapped children into the instructional activities of this classroom?"

GENERAL DESCRIPTION OF THE ROLE AND RESPONSIBILITIES
OF A TEACHER IN THE READING PUBLIC SCHOOLS

Primary Function: To participate as a member of an INSTRUCTIONAL team or department in DIRECTING THE LEARNING activities of students in attainment of established curriculum goals.

Major Responsibilities:

1. Instruction

2. Classroom Management

3. Pupil-teacher Relations

4. School Organization and Administration

5. Professional Development

6. School-Community Relations

Illustration of Key Duties: (This is intended as a guideline not a checklist)

1. Instruction:
   - (a) Participate in planning of curriculum goals and relevent student performance objectives.
   - (b) Create a student awareness of goals and objectives.
   - (c) Help students to develop individual learning goals and objectives.
   - (d) When responsible, plan and implement alternate learning activities designed to assist individual students in accomplishing defined goals and objectives.
2. Classroom Management:
   - (a) Establish an environment and pupil-teacher relationships conducive to effective and efficient teaching and learning.
   - (b) Properly utilize and conserve physical facilities, equipment and supplies.
   - (c) Evaluate individual student accomplishment of goals and objectives, record progress, and adjust individual and group learning activities accordingly.
   - (d) Direct and supervise the work of aides who facilitate student accomplishment of learning objectives.
3. Pupil-Teacher Relations:
   - (a) Assist pupils in dealing with academic, personal, social and vocational problems.
   - (b) Work with guidance specialists, staff members, parents, and outside persons or agencies to assist students with special problems.
4. School Organization and Administration:
   - (a) Contribute to continuous improvement of educational programs by initiating suggestions for staff consideration.
   - (b) Serve on committees formed to appraise and improve curriculum service.
   - (c) Assist in the task of operating the school as a community of cooperative and constructive members.
5. Professional Development:
   - (a) Engage in appropriate studies and activities to improve professional competence.
   - (b) Maintain an understanding of philosophy and principles utilized in town-wide programs.
   - (c) Remain sensitive to and involved in attempts to solve educational problems on the local, state, and national levels.
6. School-Community Relations:
   - (a) Keep parents informed on school programs and needs by participation in parent-teacher conferences and meetings of building and town advisory committees.
   - (b) When applicable, attempt to work with parents of individual children to help guide the growth and development of the children.
   - (c) Remain sensitive to the environment of pupils and carry out the practice of constructive citizenship with pupils.

II. ESTABLISH PERFORMANCE OBJECTIVES

Out of the preliminary discussions to clarify the teacher's responsibilities, there should come some effort to set priorities for the goal attainment, recognizing that the *goals* one could set are endless.

A number of Targets should be decided on by the evaluator and evaluatee. Further discussions about the target goals which will form the central element of the evaluation process should be directed towards setting performance objectives and trying to agree on some of the behaviors or performances which can be recognized some time in the future as evidence of goal attainment.

The statements from the Mass. Advisory Council on Education which may be helpful in this part of the process is appended to this pamphlet.

III. CARRY OUT AN ACTION PROGRAM

Regular teaching, administrative and supervisory contacts are carried out focusing on overall performance and specifically on the performance objectives themselves. Conferences occur, as usual, after formal visitations. Periodic contacts and estimates of progress should be planned and carried out.

IV. ASSESS PERFORMANCE RESULTS

Based upon data and information collected by both the evaluatee an evaluator, assessments are made of the extent of attainment of the performance objectives.

(a) Evaluatee — Makes self-assessment
(b) Evaluator — Makes superior's assessment

The assessment process culminates in an evaluation conference between evaluatee and evaluator. The formal written statement is prepared by the evaluator after this joint assessment and is recorded on the summary evaluation form.

The evaluatee and evaluator as part of the process must determine follow-up action that appears to be called for. This may include:

1. Corrective action that appears needed
2. Re-assessment of relevance of performance objectives
3. Determination of new objectives
4. Continuation of objectives not yet fully attained
5. Planning for ensuing year.

Educational Goals for Massachusetts

A. PHYSICAL AND EMOTIONAL WELL-BEING

Education should contribute to the learner's physical and emotional well-being, especially to a sense of personal worth and to a capacity for influencing one's own destiny.

B. BASIC COMMUNICATION SKILLS

Education should develop in each learner the basic skills needed for communication, perception, evaluation, and conceptualization of ideas. Among the most important are reading, writing, speaking, listening, visual and computational skills.

C. EFFECTIVE USES OF KNOWLEDGE

Education should provide for each learner access to man's cultural heritage, stimulate intellectual curiosity, and promote intellectual development.

D. CAPACITY AND DESIRE FOR LIFELONG LEARNING

Education should foster and stimulate in each learner the natural desire for lifelong learning and should develop the skills necessary to fulfill that desire.

E. CITIZENSHIP IN A DEMOCRATIC SOCIETY

Education should provide each learner with a knowledge and understanding of how our society functions in theory and in practice; education must also foster individual commitment to exercise the rights and responsibilities of citizenship and to protect the rights of others.

F. RESPECT FOR THE COMMUNITY OF MAN

Education should provide each learner with knowledge and experience which contribute to an understanding of human similarities and differences and which advance mutual respect for humanity and for the dignity of the individual.

G. OCCUPATIONAL COMPETENCE

Education should provide the learner with the skills, experience and attitudes, and the guidance for initial job placement; it is even more important for the learner to develop a capacity to adapt to changing conditions.

H. UNDERSTANDING OF THE ENVIRONMENT

Education should provide each learner with knowledge and understanding of the social, physical, and biological worlds and the balance between man and his environment and should develop attitudes and behavior leading to intelligent use of the environment.

I. CREATIVE INTERESTS AND TALENTS

Education should provide each learner with varied opportunities to nurture interests, to discover and to develop natural talents, and to express values and feelings through various media.

J. INDIVIDUAL VALUES AND ATTITUDES

Education should expand and advance the humane dimensions of all learners, especially by helping them to identify and cultivate their own spiritual, moral, and ethical values and attitudes.

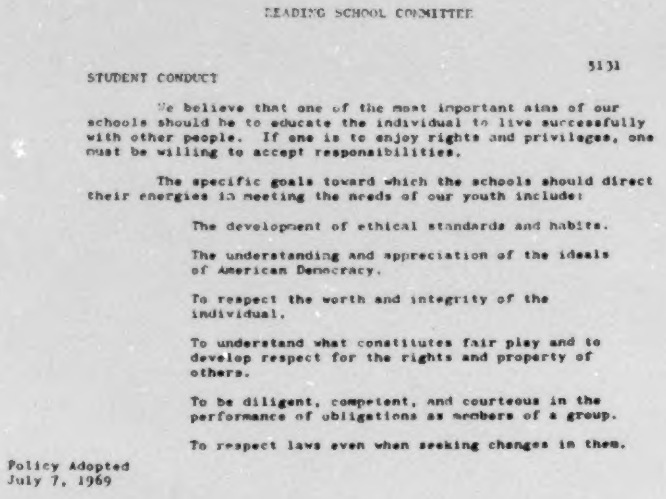
Adopted 1971
by State Board of Education

General Philosophy of the Reading Public Schools

The purpose of the Reading Public Schools is to encourage each child to understand himself, to appreciate his worth as a person, and to attain his fullest potential. Therefore the educational program of the school should be sufficiently flexible to meet the dynamic needs and capabilities of each child.

The primary functions of the teacher are to sustain the natural curiosity and imagination of each child and to generate an enthusiasm for the experiences of learning. He should consistently encourage each child to strive for maximum self-realization through the development of his spiritual, intellectual, and physical capacities. Although the fulfillment of the individual's unique creative potential is of great importance, the teacher should also develop in the child an awareness that the worth of other individuals is equally important. It is imperative that the proper balance between the rights of the individual and the responsibilities of each individual toward his fellow men be taught.

The school should continually strive to help the individual understand and assume his responsibilities as a member of a family, as a productive worker, as a citizen of his society, as a member of the human race, and as a part of all existing things in the universe.



READING SCHOOL COMMITTEE

STUDENT CONDUCT 5131

We believe that one of the most important aims of our schools should be to educate the individual to live successfully with other people. If one is to enjoy rights and privileges, one must be willing to accept responsibilities.

The specific goals toward which the schools should direct their energies in meeting the needs of our youth include:

The development of ethical standards and habits.

The understanding and appreciation of the ideals of American Democracy.

To respect the worth and integrity of the individual.

To understand what constitutes fair play and to develop respect for the rights and property of others.

To be diligent, competent, and courteous in the performance of obligations as members of a group.

To respect laws even when seeking changes in them.

Policy Adopted
July 7, 1969

Appraisal of Staff by E.B.O.
Recent Activities

In the opinion of teachers and principals, the practices of the Reading Public Schools in the appraisal and evaluation of the performances of individual staff members have worked reasonably well.

This handbook, incorporating the suggestions of many of the staff who have studied our evaluation processes, does not grow out of any intense dissatisfaction with the fairness or openness of the process as practiced in recent years. Instead it comes about for two reasons: (1) because the staff of the Reading Public Schools has always sought out practices which gave reasonable promise of improving the quality of instruction, and (2) because continually changing circumstances bearing on staff accountability (such as the possibility of reduction-in-force lay offs of staff, recent court decisions concerning teacher employment, a new and comprehensive teacher certification law) have impelled us to re-examine appraisal practices to see if they can stand up under the new demands.

Our present evaluation processes have many strong points which informed opinion says must be preserved.

The opinion of the staff of the Reading Public Schools was developed in a number of ways. Administrators spent one week during summer 1974 considering past and present practices and meeting some outside experts with strong views on evaluation. A committee of teachers and administrators

representing all schools and all levels of instruction within the system met during the fall of 1974 to discuss staff evaluation and to develop a basic job description which would form general criteria on which to adjudge performance. Thirty administrators and teachers attended a one-day workshop conducted in Reading by the Director of the *Massachusetts Advisory Commission on Education* about Management-By-Objectives and Evaluation-By-Objectives. The faculty representatives conducted discussions with their colleagues in each school during the spring of 1975. In the fall of 1975, formal briefings for teachers about evaluation processes were conducted at the elementary, junior high and senior high levels by the Asst. Superintendent for Curriculum. The opinions of the members of the Reading School Committee were sought in a public meeting held in November of 1975.

In all these actions and briefings, it was affirmed explicitly to the staff of teachers and administrators of the Reading Public Schools that staff evaluation and appraisal was to be regarded as a positive and continuous force for improvement of the quality of instruction in the Reading Public Schools.

Five years ago, Reading stopped using a long checklist on which ratings of a teacher's efforts and character traits were recorded. Consensus at the time was that the checklist emphasized superficial ratings of a great number of traits and this aspect didn't contribute to the improvement of instruction. For the past five years, no specific supervisory procedures were mandated by the Superintendent; however evaluation activities of the principal were expected to culminate in a written essay which summarized and placed value — positively and negatively — on the teacher's performance.

The consensus which has evolved is that there should be a more explicit structure or process for the conduct of evaluation of the teaching staff than Reading has had for the past 5 years and that the process of evaluation should be similar in all schools. The process, however, should be general and not so specific as to spell out such practices as the number of observations or the length of the written summary of the evaluation.

Because of the generally positive reaction ("time" seemed to be the only hesitation) all teachers new to Reading will be evaluated during the '75-'76 school year by the EBO approach. If the good feeling persists then all teachers to be evaluated in any one year should, by the next year, be part of the EBO approach to evaluation.

The job description which was prepared by a broadly representative committee of teachers and administrators will be adopted as Reading's listing of responsibilities of teachers who work on behalf of Reading's children.

The use of Education-By-Objectives assumes that teachers competence on each of the areas of the job description is at least adequate.

If at any point, the teacher's performance falls below minimal standards in the sense that some basic issue affecting pupil welfare, such as pupil control, lesson execution, and excessive tardiness, is a major problem, then the present goals of the EBO may be waived by the evaluator and evaluatee in order to focus assistance on the problem area.

APPENDIX I

April 1974
Massachusetts Advisory Council on Education
182 Tremont Street, Boston, MA 02111

Part II of a Sample List of Performance Criteria for Teachers

As a teacher and supervisor work together in the constant pursuit of improvement in professional service to children, two areas need to be addressed:

1. On what types of improvement should attention be focused during any one time period?
2. What are the general indicators of desirable performance that can be translated into specific performance objectives and into activities for gathering data on improvements in performance?

The following sample performance indicators constitute PART II of a list produced by a teacher-administrator study committee in the public schools of Amherst, Massachusetts. The list is based upon an extensive survey of literature and practice. It can be a useful resource for those engaged in focusing improvement efforts and in measuring realization of the improvement. — Ron Fitzgerald, Director of Research.

A. DOES THE TEACHER USE METHODS WHICH MOTIVATE STUDENTS AND ENABLE THEM TO ACHIEVE STATED LEARNING OBJECTIVES.

INDICATORS:

1. Provides for individual differences in student rate of learning, interest and ability by:
   - (a) Making alternate learning activities available for pursuit of learning goals,
   - (b) Varying the difficulty of learning experience,
   - (c) Allowing students to pursue topics independently,
   - (d) Allowing students to demonstrate accomplishment of learning goals and objectives in different ways.
2. Groups students together when appropriate so that each student is not working alone constantly.
3. Shows evidence of student-to-student activity,
4. Guides student interactions effectively toward positive ends,
5. Gives clear, complete, and grammatically correct explanations of directions for learning assignments and activities,
6. Makes expectations clear to students,
7. Helps students to perceive activities as part of a continuum under general learning goals so that they can perceive the direction of their progress (i.e., know what they are going to be doing next),
8. Gives students rapid ("immediate" when possible) feedback on learning activities,
9. Uses positive reinforcement techniques effectively,
10. Allows some activities that do not have predetermined objectives,
11. Addresses affective and psychomotor as well as cognitive learning objectives,
12. Acts as a conveyor of information only as needed, avoiding excessive dependence on lecturing or talking,
13. Conveys a sense of enthusiasm to students,
14. Demonstrates flexibility by responding to immediate needs,
15. Adapts classroom activities effectively for students who have special social, physical or intellectual needs,
16. Recognizes symptoms of poor student adjustment or special learning problems,
17. Acts promptly to reduce disabling levels of anxiety in students,
18. Acts promptly if a student needs counseling to:
   - (a) talk to the student immediately if possible or,
   - (b) arrange an appointment to talk with the student as soon as possible, preferably on the same day.
19. Refers students with special problems to the Pupil Personnel Services Staff when specialized help is needed,
20. Participates actively and with enthusiasm in developing and implementing educational plans for students referred to PPS.

B. DOES THE TEACHER USE AND CONSERVE RESOURCES WHICH MOTIVATE STUDENTS AND ENABLE THEM TO ACHIEVE STATED LEARNING OBJECTIVES AND GOALS.

INDICATORS:

1. Exhibits thorough knowledge of subject methods and teaching methodology,
2. Utilizes and effectively encourages students to utilize a significant variety of printed and audio-visual materials that are relevant to on-going studies,
3. Insists that such materials are handled properly and returned to their proper places after use; utilizing sign-out, training, and inspection procedures effectively,
4. Shows evidence of student-made as well as teacher-made resources,
5. Utilizes changing not static classroom displays throughout the school year,
6. Actively involves aides, interns, practice teachers, and/or parents in supporting learning activities,
7. Utilizes resource center, media, and library personnel in securing instructional materials and activities for students,
8. Utilizes community resources in supporting learning activity,
9. Consults with other building personnel and district office personnel in arranging experiences for students,
10. Prepares budget requests and requisitions in a thorough and effective manner according to district guidelines on program budgeting and research and development activities.

APPENDIX II

Reading Public Schools
Reading, Massachusetts

Performance Evaluation

NON-TENURE TEACHER

Teacher______________________________ Date________________

School_______________________ Grade or Subject Taught__________

Evaluation:

Recommendation: This teacher (should)(should not) be given his_____ annual contract.

Signature of Evaluator(s)_________________ _________________

Signature of Teacher_____________________ Date_______________

Teacher's Comments:

#2113
AFB
CBG

EVALUATION OF THE SUPERINTENDENT

Since the position of Superintendent is of great importance in establishing the direction of education, and since it is its role to evaluate performance in this position, the Reading School Committee establishes the following policy:

With the advice of the Superintendent, the Committee shall establish a role description for the position of Superintendent, which may be reviewed from time to time at the request of either the Committee or the Superintendent.

At an annual date, near the beginning of the school year, the Superintendent shall submit in writing to the Committee for its consideration and approval a list of annual key objectives for the position. At least twice during the annual period, normally January and June, there shall be an evaluation session during which the Superintendent shall report progress and receive feedback from the Committee.

In addition, an annual summary evaluation encompassing all performance responsibilities shall be made prior to the finalization of the next annual budget.

It is the intent of this policy to establish a regular means by which the Superintendent and the Committee may review performance, and, in particular, the mutually defined key objectives, and to involve the Superintendent and the Committee in fruitful discussion of the role of the chief administrative office in the Reading Public Schools.

Adopted by
School Committee
Jan. 9, 1978

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GENERAL STRUCTURE FOR EBO PROCESS

I. Framework

- A. Preparation by participants
- B. Objective-setting
- C. Work period
- D. Interim conference
- E. Summary conference

II. Preliminary Planning

- A. Preparation
    - 1. Review teacher job description
    - 2. Mindful of school, department, system-wide priorities
    - 3. Review past performance
    - 4. Identify objectives
    - 5. Outline procedures

III. Objective-Setting Conference

- A. Mutual exchange of ideas
- B. Other concerns
    - 1. Support for the teacher
    - 2. Monitoring procedures
    - 3. Discuss indicators of successful completion of goals

IV. Work Period

- A. Data gathering
- B. Monitoring of performance
- C. Self-assessment
- D. Analysis of support system

V. Interim Conference

- A. Discussion of progress
- B. Records of meeting are kept

General Structure for EBO Process (cont'd)

VI. Summary Conference

- A. Discussion of all data
- B. Performance of all participants reviewed
- C. Mutual development of evaluation
- D. New objectives set

VII. Evaluation

- A. Must be fully understood (no surprises)
- B. Written summary afforded participants

Characteristics of EBO Activities for Teachers at Different Stages of Experience or Status

	Recommendation involved	Balance of influence in goal setting	Types of goals developed	Kinds of support to teacher
New Teacher	Department head/assistant principal	Weighted to administrators	Broad spectrum of goals; concrete goals, activities and expectations	Specific assistance and information; close monitoring
Non-tenure Teacher in good standing	" "	Little less weighted to administrators, more influence to teacher	As the teacher grows in experience and expertise, goals are directed to more specific issues. These goals are directed toward the solution of specific issues identified by either teacher or administrator.	Administrator makes resources available to teacher. Offers suggestions, gives feedback, encouragement; facilitating the teacher's efforts.
Tenure Teacher in good standing	" "	Still more influence to teacher as the confidence of administrators in the teacher increases		
Teacher having difficulty	Department head/assistant principal/principal	Influence weighted to administrators	Goals are specific to the nature of the difficulties. Expectations are more specific.	Specific assistance; regular follow-up and monitoring; frequent communication and same as above.

RMHS
3/12/80

Characteristics of Goals for Teachers at Different Stages of Experience or Status

New Teacher

Goals are directed toward acclimating to the new role; often these goals become a chance for teacher and administrator to establish sense of role consequence

Sample goal: Develop organization of instruction

Non-Tenure Teacher

Goals are directed towards both expanding the teacher's experience in the classroom and refining the teacher's current practices. Often for non-tenure teachers these still address a broader spectrum of issues than for more experienced teachers.

Sample goal: Improve students' research skills in history.

Tenure Teacher

Goals directed toward specific issues jointly identified. Often these goals directed toward improving instructional patterns/curriculum or to foster the development of new capacities in the teacher.

Sample goal: Serve Special Needs students in classroom by...

Teachers Having Difficulty

Goals are directed to the problems. Goals adress the issues underlying unsatisfactory, poor, or borderline performance.

Sample goal: Increase students' involvement in the classroom.

READING PUBLIC SCHOOLS

ADMINISTRATIVE SUMMARY OF E.B.O.

Stengths

- Has increased degree and quality of communication about job performance
- Has increased teacher participation, involvement
- Promoted system-wide consistency in supervision, evaluation
- Much sharper focus on improvement, achievement
- Conducive to fairer evaluations...few surprises
- Focus retained over a period of time
- Has heightened sensitivity to self-assessment
- Greater opportunity for principal to "be a helper"
- More solid basis for claims of improvement or vice versa ...documentation
- Flexible ... has a variety of applications (address deficiency, task achievement, personal improvement, student issues, etc.)

Difficulties - Cautions

- Very time consuming
- Some natural employee resistance to any supervisory practice
- Danger of trivia
- Tendency for narrow focus vs. total teacher performance
- Influenced by supervisor-teacher relationship
- Difficult with defensive teacher
- Variance in application

Issues

- Supervision and/or evaluation?
- Variance in teacher approach
- Degree of mutuality, i.e. administrative mandates
- Vulnerability of teacher
- Desirable degree of system-wide and building consistency

11/78

Reading Public Schools
Reading, Massachusetts

GENERAL DESCRIPTION OF THE ROLE AND RESPONSIBILITIES OF A TEACHER IN THE READING PUBLIC SCHOOLS

Primary Function: To participate as a member of an INSTRUCTIONAL team or department in DIRECTING THE LEARNING activities of students in attainment of established curriculum goals.

Major Responsibilities:

1. Instruction

2. Classroom Management

3. Pupil-teacher Relations

4. School Organization and Administration

5. Professional Development

6. School-Community Relations

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Illustration of Key Duties: (This is intended as a guideline not a checklist)

1. Instruction:
   (a) Participate in planning of curriculum goals and relevant student performance objectives.
   (b) Create a student awareness of goals and objectives.
   (c) Help students to develop individual learning goals and objectives.
   (d) When responsible, plan and implement alternate learning activities designed to assist individual students in accomplishing defined goals and objectives.

2. Classroom Management:
   (a) Establish an environment and pupil-teacher relationships conducive to effective and efficient teaching and learning.
   (b) Properly utilize and conserve physical facilities, equipment and supplies.
   (c) Evaluate individual student accomplishment of goals and objectives, record progress, and adjust individual and group learning activities accordingly.
   (d) Direct and supervise the work of aides who facilitate student accomplishment of learning objectives.

3. Pupil-Teacher Relations:
   (a) Assist pupils in dealing with academic, personal, social and vocational problems.
   (b) Work with guidance specialists, staff members, parents, and outside persons or agencies to assist students with special problems.

4. School Organization and Administration:
   (a) Contribute to continuous improvement of educational programs by initiating suggestions for staff consideration.
   (b) Serve on committees formed to appraise and improve curriculum service.
   (c) Assist in the task of operating the school as a community of cooperative and constructive members.

5. Professional Development:
   (a) Engage in appropriate studies and activities to improve professional competence.
   (b) Maintain an understanding of philosophy and principles utilized in town-wide programs.
   (c) Remain sensitive to and involved in attempts to solve educational problems on the local, state, and national levels.

6. School-Community Relations:
   (a) Keep parents informed on school programs and needs by participation in parent-teacher conferences and meetings of building and town advisory committees.
   (b) When applicable, attempt to work with parents of individual children to help guide the growth and development of the children.
   (c) Remain sensitive to the environment of pupils and carry out the practice of constructive citizenship with pupils.

WESTBOROUGH PUBLIC SCHOOLS
Office of the Superintendent of Schools

1 September 1978

TO: STAFF AND FACULTY

FROM: Superintendent of Schools

SUBJECT: Teacher Evaluations

THIS MEMORANDUM REPLACES THOSE OF 3 OCTOBER 1969, 19 MARCH 1970 and 1 SEPTEMBER 1976 ON THIS SUBJECT

1. We have had a program of teacher evaluation in this school system for many years.

   a. The system of teacher evaluation used through 1977/1978 was the direct result of the teacher evaluation summer workshop of 1969 chaired by Mr. J. R. Vail, High School Principal, and including as participants Miss Sally Gibbons, former Assistant Superintendent, Mr. John Grady, Mr. Raymond Scherdell, Miss Mary Despres, Mr. Elmer Ballard, Mr. Kenneth Perlow, Mrs. Sara Gannon, Mrs. Retha Rowe, former Social Studies Team Leader, Grade V, and Mr. Michael LaBaire, former High School English Department Head.

   b. The Cumulative Teacher Evaluation Record was thoroughly reviewed and rewritten by the 1978 Summer Workshop on the CTER chaired by Superintendent of Schools, Dr. Edward E. Kelleher. Members consisted of Assistant Superintendent R. Thurston, Director of PPS E. Baker, Principals, J. R. Vail, R. B. Dymek, C. Fournier, M.J. Antonio, R. Scherdell, Assistant High School Principal R. Kirby and teacher representatives P. Chapman (High School Department Head), M. Watkins (Elementary Team Leader), M. Giorgi (Primary teacher and Team Leader), K. O'Neill (Intermediate teacher), C. Chiango (Junior High School teacher), J. Lightbody (High School teacher), and K. Farley (Special Education teacher).

      (1) This Committee worked during the week of 26 – 30 June 1978 to revise the CTER with input provided from all echelons of the school system.

      (2) It is noted that the intent of teacher evaluation is the improvement of instruction. The CTER has been revised and updated several times; this revision represents collective efforts of staff and administration.

(a) We feel that our system of teacher evaluation, developed cooperatively by staff and administration with input from teachers at all grade levels, Team Leaders, Department Heads, Coordinators, Directors, Principals, and Central Office Administrators represents a fair and equitable method of accomplishing the goals of teacher evaluation: to improve the quality of instruction in the system.

2. The program for teacher evaluation in Westborough.

a. The Cumulative Teacher Evaluation Record (CTER).

(1) The revised CTER (30 June 1978) explicitly sets forth the eight major responsibility areas of teaching, on which all teachers are to be rated.

A. Pupil-Teacher Relationships – 5 items
B. Techniques of Instruction, Preparation, and Planning – 10 items
C. Pupil Evaluation – 4 items
D. Personal Qualities – 5 items
E. Knowledge of Subject Matter – 1 item
F. Class Management – 3 items
G. Curriculum Development – 4 items
H. Staff Relations and School-Wide Effectiveness – 7 items

(a) The Pupil-Teacher Relationship is, perhaps, the most important aspect of a teacher's effectiveness. It is through this relationship that interest, understanding, and mutual respect are achieved.

(b) Techniques of Instruction, Preparation and Planning are really what good teaching is all about. It is through the teacher's techniques that motivation, student involvement, and the adjustment for individual needs are accomplished. Preparation and Planning are important in that they take into account the day-to-day situations that determine teacher effectiveness and student achievement and provide for organization of effort to accomplish these goals.

(c) Pupil Evaluation includes not simply testing but any devices or experiences that are used to diagnose, determine progress, and aid in individual student development.

(d) Admittedly, evaluation of Personal Qualities is a more subjective area than the others. However, some characteristics, such as a sense of humor and initiative, are essential to good teaching, yet are not always implicit in the evaluation of other major responsibility areas. Wise use of time before, during and after school and the ability to set an example of professional behavior are important attributes of a good teacher.

(e) Knowledge of Subject Matter is not simply an earned degree, but the constant updating of material and the capacity to employ a variety of related experiences in the classroom.

(f) Proper lighting, ventilation and carefully followed safety requirements and a systematic and businesslike operation within the teaching area indicate a Class Management that fosters safety, health and proper attitudes. Good teachers create a positive atmosphere which is conducive to learning.

(g) Participation in Curriculum Development reveals an interest in the subject matter and a willingness to contribute to general curriculum development both by work in department or team, school and/or system, state or national areas.

(h) Although the teacher's performance in the classroom is most important, cooperation between staff and administration results in a smooth-running school system. Therefore, Staff Relations and School-Wide Effectiveness is also an indication of a teacher's overall performance.

(2) There are areas upon which teachers in elementary, secondary, or special education are to be rated in addition to the universal rating items.

(a) There are four (4) additional items for elementary teachers.

(b) There are two (2) additional items for secondary teachers.

1 One to be rated by the administrator.
2 One to be rated by the department head.

(c) There are seven (7) additional items for Special Education teachers.

(3) The CTER provides space for the evaluator to write in comments under each major area.

(a) The evaluator shall write a comment if a rating is unsatisfactory or needs to improve or outstanding.

(b) The evaluator may write a comment for any other item.

(4) Teachers may add a page where the teacher may write their comments on the evaluation.

(5) Each sub-item is rated either on a five-part or a two-part scale.

a. Five-part scale.

1 Unsatisfactory
Clearly unsatisfactory – requires written comments from the evaluator – not acceptable teacher conduct – requires an explanation by the teacher.

2 Needs to Improve
Indicates that behavior or performance on that item is not up to Westborough standards. Requires written comments by the evaluator. Should contain targets for improvement by evaluatee.

3 Effective
The Westborough standard of excellence. The rating which should be obtained by all Westborough faculty on all items.

4 Very effective
Performance well above Westborough's high standards. Clearly demonstrated by evaluatee.

5 Outstanding
A very high level of excellence far above Westborough's high standards. A rating achieved by a relatively few outstanding teachers.

b. Frequency of CTER Conference.

(1) Non-tenure teachers

(a) One yearly CTER and conference between 15 February and 15 March.

(2) Tenure teachers

(a) One yearly CTER and conference between 1 January and 15 March.

c. Procedure for use of CTER.

(1) The administrator will record comments in each topic area when a rating of unsatisfactory or needs to improve or outstanding. is marked.

(2) The CTER will be reviewed and signed by evaluatee signifying that they have read the evaluation.

(a) Evaluatees may add their own written comments to the CTER.

(b) A copy of the CTER will be given to the evaluatee, a copy will be retained by the evaluator, and a copy will be forwarded to the Superintendent of Schools by 20 March each year.

1 A copy of the evaluation written by Department Heads and/or Team Leaders, Coordinators, and Directors will be given to the Building Principal.

(3) The Superintendent of Schools will use the CTER as part of his data for the annual evaluation and recommendation to the School Committee for rehire and increment awards.

(4) Administrators and supervisors shall have the option of expanding any of the preceding minimum standards.

(5) It shall continue to be our policy to confer early in the year with staff members who appear to have deficiencies and to take corrective action early.

(a) Principals should contact the Superintendent's office early in all "problem cases" so that multiple supervision is affected to prevent any "last minute decisions".

(b) Decisions to rehire for the second year should be made on the basis of thorough evaluation which indicates improvement in both attitude and performance.

(c) The decision to rehire for the third year shall be considered as serious as a tenure recommendation; we do not wish to "go down to the wire" for staff and then terminate their services in the third year. These decisions should have been made in the second year unless there are extenuating circumstances.

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(d) Our objective in all evaluations is to be fair, both to the staff member and to the community and its children. Teachers should be appraised early and often as to our standards of performance expected and whenever a staff member fails to meet these standards the circumstances should be made very clear to that person at that time and documented for the record.

(e) We are rapidly approaching the time when tenure staff members may face possible layoffs because of declining enrollments, hence all administrators must refocus their attention on tenure staff members since it is our policy to reduce staff in reverse order of merit rather than by absolute seniority.

(6) Secondary department heads, elementary team leaders, coordinators, and directors will evaluate department/team members including a minimum of two (2) classroom visits each year.

(a) Substitutes will be provided for elementary team leaders to insure that time is provided for these evaluations.

(7) Secondary department heads, elementary team leaders, coordinators and directors will complete CTER forms on team/department members in accordance with the schedule listed above.

(a) Principals will review CTER's prepared by team leaders, department heads, coordinators and directors when they formulate their own evaluations to present a recommendation to the Superintendent for increment and/or rehire of teachers in that team/department each year.

(8) A separate type of evaluation form will be rendered on department heads and team leaders to emphasize the different nature of these positions. This form will be in addition to the regular CTER.

(a) A separate type of CTER will be used to evaluate Guidance Counselors.

d. The classroom observation (conducted by Principals, Assistant Principals, Coordinators, Directors, Department Heads, and Team Leaders).

(1) Non-tenure teachers

(a) First year non-tenure teachers will be visited in classes a minimum of three (3) times between the start of the school year and Christmas vacation and at least once between 1 January and 15 March and they will be visited at least once between 15 April and the close of the school year in June.

(2) Second and third year non-tenure teachers will be visited at least two (2) times between the start of the school year and Christmas vacation and at least once between 1 January and 15 March and at least once between 15 April and the close of the school year in June.

(3) Tenure teachers.

(a) Tenure teachers will be visited in classes a minimum of three (3) times a year between 15 March and 14 March the following year. (At least twice by Department Head, Team Leader, Coordinator and/or Director, and at least once by the Principal or Assistant Principal.)

(b) This procedure recognizes that tenure teachers are on continuing contracts and allows the Administration sufficient flexibility to schedule classroom visits where needed to improve instruction and to evaluate personnel for increment and rehire by 15 March of each academic year.

(4) It is noted that the total evaluation of teachers consist of more than classroom visits; the total teacher's working performance on the job will be evaluated. The schedule of classroom observation does not preclude shorter visits by Principals and/or Central Office Administrators.

(5) Classroom visits - General.

(a) Classroom visits should be for at least thirty (30) minutes or for the length of the lesson.

1 A simple classroom visitation checklist, developed cooperatively with administrators and supervisors will be used in each school. It is essential that the teachers know which form is to be used by the evaluator when a classroom visit is made.

2 A copy of the classroom visitation sheet should be given to the teacher with comments following the visit.

3 A follow-up interview may be requested by either the teacher or the evaluator if either deem it necessary.

(b) Classroom visits of less than 30 minutes will be noted on the CTER but will not require a classroom visitation sheet unless the shorter visit covered an entire lesson.

e. Additional input from teachers.

(1) Teachers may submit additional information pertinent to their overall performance in writing to the evaluator prior to the CTER conference.

(a) There is no special form for these comments; teachers are urged to list achievements which they feel are pertinent to their evaluation but may not be known by the evaluator.

K/g
Encls.
1. Cumulative Teacher Evaluation Record (revised) 30 June 1978.
2. Evaluation form for counselors.

WESTBOROUGH PUBLIC SCHOOLS

CUMULATIVE TEACHER EVALUATION RECORD
(CTER)

Teacher: ______________________________

School: ______________________________

Grade/Subject: ______________________________

Number of years in this school: ____________________

Number of years in this teaching assignment (explain) ________

____

Non-Tenure: __________ 1st year __________ 2nd year __________ 3rd year

TENURE: ______________

Observations:

Dates:	Class:	Classroom visitation form completed

Date of CTER: ______________________________

Evaluator: ______________________________

I have read this evaluation ____________________

I have attached my comments to this evaluation ______________

____________________ Teacher's signature ____________ Date

one copy to Teacher's personnel record in Supt.'s office, one copy to teacher, one copy to evaluator and one copy of Dept. Hd./Team Leader's evaluation of teacher to Principal.)

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A. PUPIL-TEACHER RELATIONSHIPS	Unsatisfactory	Needs to Improve	Effective	Very effective	Outstanding
1. Interest and involvement in the activities, problems and growth of each pupil.					
2. Respect for each pupil.					
3. Handling behavior problems – use of good judgment.					
4. Development of respect for rights, opinions, property and contributions of others.					
5. Pupil-Teacher communication.					

Comments
Item:

B. TECHNIQUES OF INSTRUCTION, PREPARATION AND PLANNING					
1. Recognition and provision for individual differences – including materials.					
2. Student involvement (provides opportunity for active participation).					
3. Flexibility and adaptability within specific presentations.					
4. Instructional methods, including variety and/or creativity.					

		Unsatisfactory	Needs to improve	Effective	Very effective	Outstanding
5.	Encouragement of objective thinking (use of techniques which will lead students to draw independent conclusions).					
6.	Relevancy of learning assignments, including homework.					
7.	Construction and/or selection of evaluative devices as meaningful learning instruments.					
8.	Preparation and use of materials, equipment, supplies and outside resources.					
9.	Organization and planning (long and short term).					
10.	Guides the learning process toward the achievement of approved curriculum goals.					

Comments
Item:

C.	PUPIL EVALUATION					
1.	Variety of devices.					
2.	Prepares required reports for parents, special teachers and administration.					

		Unsatisfactory	Needs to Improve	Effective	Very effective	Outstanding
3.	Sufficient academic evaluative data.	▨			▨	▨
4.	Communication to pupils concerning academic progress.	▨			▨	▨

Comments
Item:

D.	PERSONAL QUALITIES					
1.	Self-control.					
2.	Sense of humor with pupils.					
3.	Initiative.					
4.	Wise use of time.					
5.	Sets an example of professional behavior which serves as a pattern for pupils to emulate.					

Comments
Item:

	Unsatisfactory	Needs to improve	Effective	Very effective	Outstanding
E. KNOWLEDGE OF SUBJECT MATTER					
1. Has command of pertinent knowledge and skills.					

Comments
Item:

F. CLASS MANAGEMENT					
1. General physical appearance of the teaching area.					
2. Maintains classroom atmosphere conducive to learning.					
3. Safety.	▨			▨	▨

Comments
Item:

	Unsatisfactory	Needs to improve	Effective	Very effective	Outstanding
G. CURRICULUM DEVELOPMENT					
1. Participation: Team/Dept./School					
2. Contribution: Team/Dept./School					
3. Implementation: Team/Dept./School					
4. Participation and/or contribution: Systemwide/State/National					

Comments
Item:

H. STAFF RELATIONS AND SCHOOL-WIDE EFFECTIVENESS.					
1. Cooperates and maintains constructive professional associations with co-workers, supervisors and/or administrators.					
2. Fulfills established administrative procedures and directives.					

		Unsatisfactory	Needs to improve	Effective	Very effective	Outstanding
3.	Contributes to committees, faculty meetings and other school system groups either voluntarily or by assignment.					
4.	Reacts positively to suggestions offered by co-workers, supervisors and/or administrators.					
5.	Takes steps in developing and maintaining faculty morale.					
6.	Takes steps in developing and maintaining student morale.					
7.	Performs required school duties on time.	▨			▨	▨

Comments
Item:

I.

ITEMS FOR ELEMENTARY TEACHERS ONLY

No.		Unsatisfactory	Needs to improve	Effective	Very effective	Outstanding
1.	Group control.					
2.	Use of voice as a learning tool.					
3.	Keeps informed on current developments and materials in the subject and related area.					
4.	Participates in school projects and displays.					

Comments
Item:

C93

J. ITEMS FOR SECONDARY TEACHERS ONLY

No.		Unsatisfactory	Needs to Improve	Effective	Very effective	Outstanding
1.	Participates in extra-curricular activities.					

Comments
Item:

K.	ITEM TO BE EVALUATED BY SECONDARY DEPARTMENT HEAD ONLY					
1.	Keeps informed on current developments and materials in the subject and related area.					

Comments
Item:

L. ITEMS FOR P.P.S. SPECIALISTS ONLY

No.		Unsatisfactory	Needs to improve	Effective	Very effective	Outstanding
1.	Evaluations.					
2.	Completion of required reports.					
3.	Flexibility of instruction.					
4.	Methods of measuring pupil achievement.					
5.	Professional relationships with parents.					
6.	Cooperation with Administration.					
7.	Cooperation with faculty.					

Comments
Item:

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COMMENT SHEET (May be completed by evaluatee)

ITEM	COMMENT

COMMENT SHEET (May be completed by evaluator)

ITEM

COMMENT

Evaluator 702

Date

N.T.

WESTBOROUGH PUBLIC SCHOOLS

TO: SUPERINTENDENT OF SCHOOLS

FROM: ______________________________

SUBJECT: Recommendation for Re-Appointment of Non-Tenure Teacher for the School Year __________

Date ________________

1. I recommend ____

Grade/Subject: ____

to be re-appointed __________________________ an annual increment.
(with or without)

2. I am familiar with the Superintendent's memorandum "Teacher Evaluations" dated 1 September 1976 and certify that:

a. I made classroom observations _____ times between 15 April and the close of the school year last year (for Teachers present last year).

(1) Dates of observations:

b. I made classroom visitations ______ times between the start of the school year and the Christmas vacation.

(1) Dates of visitations:

c. I made classroom observations ______ times between 1 January and 15 February

(1) Dates of observations:

d. I held a Cumulative Teacher Evaluation Record (CETR) conference with the Teacher, based upon my evaluations since 15 April last year for teachers in the system last year, or from the start of the

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school year for teachers new to the system this year, between 15 February and 15 March.

(1) Date of CETR conference ____________________.

e. I have seen to it that the Secondary Department Chairman visited the teacher twice this year (Elementary Team Leader visited the teacher once this year) and that I have reviewed the Department Chairman/Team Leader's evaluation prior to completing this recommendation.

f. I have given the classroom teacher a copy of the classroom observation visitation sheet each time I completed the formal classroom observation, I have provided a follow-up interview whenever it was requested, and I have provided the teacher with a copy of the CETR.

____

Signature of Administrator

WESTBOROUGH PUBLIC SCHOOLS

TO: SUPERINTENDENT OF SCHOOLS

FROM: ______________________________

SUBJECT: Recommendation for Continuance on Tenure for school year __________.

Date ____________________

1. I recommend ____

Grade/Subject: ____

for continuance on Tenure ____________________ an annual increment.
(with or without)

2. I am familiar with the Superintendent's memorandum "Teacher Evaluations" dated 1 September 1976 and certify that:

a. I made classroom observations ________ times between 15 February last school year and 14 February this year.

(1) Dates of visits:

b. I held a Cumulative Teacher Evaluation Record (CETR) conference with the Teacher this year between 15 February and 15 March based upon my evaluation of performance since 15 April last year.

(1) Date of CETR conference:

c. I have seen to it that the Secondary Department Chairman visited this teacher twice this year (Elementary Team Leader visited this teacher once this year) and I have reviewed the Department Chairman/Team Leader's evaluation prior to completing this recommendation.

d. I have given this teacher a copy of the classroom observation visitation sheet each time I completed a formal classroom

T.

observation and I have provided a follow-up interview whenever it was requested and I have provided the teacher with a copy of the CETR.

____
Signature of Administrator

WESTBOROUGH PUBLIC SCHOOLS

DEPARTMENT HEAD/TEAM LEADER EVALUATION RECORD

Name: ______________________________

Department ______________________________

I have read this evaluation:

______________________________ ______________________________
Department Head's Signature Date
or
Team Leader's

Signature of Evaluator: ______________________________

Date: ______________________________

1/80

I. Relation with Administration and School Committee	Unsatisfactory	Needs to improve	Effective	Very effective	Outstanding
1. Maintains a constructive and supportive professional relationship with administrators and school committee.					

Comments

II. Staff Relations and Schoolwide Effectiveness	Unsatisfactory	Needs to improve	Effective	Very effective	Outstanding
1. Performs all Team Leader/Department Head duties on time.					
2. Fulfills established administrative policies and directives.					
3. Acts as liason between teachers in department/team and the administrators.					
4. Takes steps in developing and maintaining team/department morale.					
5. Contributes information to decisions regarding selection and retention of staff.					

II. Staff Relations and Schoolwide Effectiveness (continued)	Unsatisfactory	Needs to improve	Effective	Very effective	Outstanding
6. Two-way communication					
(a) With teachers in team/department					
(b) With administrators					
7. Provides assistance to new teachers in team/department					

Comments

Item:

III. Curriculum Development	Unsatisfactory	Needs to improve	Effective	Very effective	Outstanding
1. Participation in school or system-wide curriculum development projects.					
2. Contribution to curriculum projects within the school and/or system-wide committees or workshops.					
3. Implementation of stated curriculum plans or procedures.					

III. Curriculum Development (continued)	Unsatisfactory	Needs to improve	Effective	Very effective	Outstanding
4. Leadership in developing curriculum and programs.					
5. Coordination and supervision of student evaluation instruments.					
6. Selection of materials.					
7. Organization and long ranged planning.					
8. Effectiveness and flexibility in planning.					

Comments

Item:

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IV. Budget Control and Preparation	Unsatisfactory	Needs to improve	Effective	Very effective	Outstanding
1. Preparation of Budget					
2. Budget Control					
3. Inventories of Texts and Supplies					
4. Care and use of department/team equipment and supplies					

Comments

Item:

V. Supervision of Teachers	Unsatisfactory	Needs to improve	Effective	Very effective	Outstanding
1. Classroom Supervision.					
2. Leadership of Department/Team					
3. Holds regular team/department meetings.					

V. Supervision of Teachers	Unsatisfactory	Needs to improve	Effective	Very effective	Outstanding

Comments

Items:

VI. Prepares required department/team reports on teachers and administrators	Unsatisfactory	Needs to improve	Effective	Very effective	Outstanding

Comments

VII. Personal Qualities	Unsatisfactory	Needs to improve	Effective	Very effective	Outstanding
1. Possesses necessary knowledge and skills and keeps informed of current developments in subject field and/or related area.					

Comments

VIII. Management of Facilities

	Unsatisfactory	Satisfactory
1. General physical appearance of rooms and offices within the department.		
2. Maintenance of equipment and instructional inventories. (Secondary only)		
3. Maintenance of safe working conditions within department		

Comments

Item:

COMMENT SHEET (May be completed by evaluatee)

ITEM COMMENT

Date

Team Leader/Department Chairman

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\ STBOROUGH PUBLIC SCHOOLS

PRINCIPALS

Elementary
MICHAEL J. ANTONIO — FALES
CHARLES M. FOURNIER
FORBES AND ARMSTRONG
RAYMOND SCHERDELL — HASTINGS

Secondary
J. ROBERT VAIL — SENIOR HIGH
RICHARD B. DYMEK — JUNIOR HIGH

WESTBOROUGH, MASSACHUSETTS 01581

Superintendent of Schools
DR. EDWARD E. KELLEHER

ADMINI

Assistant Supe   endent
DR. ROGER T. THURSTON

Director o.
Personnel Services
EARL T. BAKER

Business Manager
VERNON A. WILLARD

EVALUATION OF GUIDANCE PERSONNEL

NAME ____________________

PERSONAL CHARACTERISTICS

	Unsatisfactory	Needs to improve	Effective	Very effective	Outstanding
1. Is alert and enthusiastic.					
2. Is professionally ethical.					
3. Is professionally involved.					
4. Is emotionally balanced.					
5. Is self-motivated.					
6. Relates easily to others.					
7. Is genuine.					
8. Has sense of humor.					

COUNSELING PREPARATION

	Unsatis-factory	Needs to Improve	Effective	Very Effective	Outstanding
1. MATERIALS, EQUIPMENT, SUPPLIES AND COMMUNITY EQUIPMENT					
2. DAILY PLANNING - ORGANIZATION					
3. PUPIL KNOWLEDGE OF ACADEMIC GROWTH					
4. PREPARES REQUIRED REPORTS FOR PARENTS, SPECIAL TEACHERS AND ADMINISTRATORS PROMPTLY AND ACCURATELY.					
5. INTERPRETS SCORES OBTAINED FROM STANDARDIZED, INDIVIDUAL AND TEACHER-MADE TESTS FOR ADDITIONAL LEARNING.					

Comments:

ADMINISTRATOR-COUNSELOR RELATIONSHIP

Self Eval.

	Unsatisfactory	Needs to improve	Effective	Very effective	Outstandin
1. Is sensitive to the role of the administrator.					
2. Has a professional rationale for his counseling approach.					
3. Meets with the administrator regarding program development.					
4. Communicates easily and effectively.					
5. Functions effectively as a resource consultant.					
6. Functions in a well organized manner cooperating with administration.					

Comments:

PROFESSIONAL ATTITUDES AND ACTIVITIES

Self Eval.

1. Is sensitive to research findings.					
2. Contributes to the profession.					
3. Periodically evaluates counseling skills.					
4. Is aware of the techniques of counseling.					

PROFESSIONAL ATTITUDES AND ACTIVITIES

Self Eval. (Continued)

	Unsatisfactory	Needs to improve	Effective	Very effective	Outstanding
5. Has a professional balance between theory and practice.					
6. Has a professional rationale for his counseling.					
7. Is professionally enthusiastic regarding counselor's function.					
8. Is perceptive of the counselor's professional role.					
9. Punctuality.					

Comments:

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Comments
Item:

PUPIL-COUNSELOR RELATIONSHIP	Unsatisfactory	Needs to Improve	Effective	Very Effective	Outstanding
1. Is sensitive to youth.					
2. Motivates students to seek counselling.					
3. Has rapport with students.					
4. Is a facilitating agent.					
5. Respects the dignity and worth of the individual.					
6. Has a facilitative image among students					
7. Helps pupils with personal as well as educational and vocational problems.					

Comments:

PARENT-COUNSELOR RELATIONSHIP					
1. Is sensitive to parents.					
2. Is cooperative with parents.					
3. Attends to Parental referrals.					

PARENT-COUNSELOR RELATIONSHIP
(Continued)

	Unsatisfactory	Needs to Improve	Effective	Very Effective	Outstanding
4. Is available to parents.					
5. Has a professional image among parents.					
6. Provides parents with an opportunity to be heard.					
7. Is conscientious in following through with parents.					

Comments:

TEACHER-COUNSELOR RELATIONSHIP

1. Is sensitive to the role of the teacher.					
2. Communicates easily with teachers.					
3. Is a facilitating agent with teachers.					
4. Has good rapport with instructional staff.					
5. Is receptive to teachers.					
6. Attends to teacher referrals.					

TEACHER-COUNSELOR RELATIONSHIP

COMMENTS:

WESTBOROUGH PUBLIC SCHOOLS
Westborough, Massachusetts 01581

ADMINISTRATOR EVALUATION

Date ______________

NAME: ____________________ POSITION: ______________________________

PERIOD OF EVALUATION: 1 March ________ 1 March ____________

A. EXPERIENCES (as of June this year) in Years:

In Education _____ In Administration _____

In Westborough (Full Time) _____ In Present Position (Full Time) _____

In Military Service _____ In Business or Industry _____

Degrees and Credits ____________________

COMMENTS:

B. EVALUATION: 5 = Outstanding, 4 = Very Effective, 3 = Effective
2 = Needs to Improve, 1 = Unsatisfactory

Column A By Self Column B By Supt. and/or Asst. Supt.

1. PERSONAL CHARACTERISTICS:	A.	B.
a. Appearance, dress and grooming		
b. Poise and emotional stability		
c. Health and vitality		

COMMENTS - A

3/14/79

COMMENTS - B

2. PROFESSIONAL ATTITUDES AND GROWTH A. B.

a. Observance of Ethics of Profession

COMMENTS - A

COMMENTS - B

b. Leadership

COMMENTS - A

COMMENTS - B

c. Efforts to Improve Efficiency in Position

COMMENTS - A

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Administrator Evaluation

A. B.

COMMENTS - B

d. Response to Suggestions for Improvement

COMMENTS - A

COMMENTS - B

e. Relationship with Own Staff

COMMENTS - A

COMMENTS - B

f. Relationship with other School System Personnel

COMMENTS - A

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Administrator Evaluation

	A.	B.

COMMENTS - B

g. Willingness to Share Responsibility

COMMENTS - A

COMMENTS - B

h. Promptness and Accuracy of reports

COMMENTS - A

COMMENTS - B

i. Conformance with Authorized Policies and Procedures

COMMENTS - A

A. B.

COMMENTS - B

J. Use of Good Judgment

COMMENTS - A

COMMENTS - B

3. PUBLIC RELATIONS

a. Relationship with Parents

COMMENTS - A

COMMENTS - B

b. Relationship with General Public

COMMENTS - A

A. B.

COMMENTS - B

c. Effectiveness in Interpreting School Program to Public

COMMENTS - A

COMMENTS - B

d. Participation in Community Organizations

COMMENTS - A

COMMENTS - B

4. ADMINISTRATIVE AND MANAGEMENT SKILLS

a. Technical Knowledge of Curriculum (at school level)

COMMENTS - A

Administrator Evaluation

A. B.

COMMENTS - B

b. Technical Knowledge of Administration

COMMENTS - A

COMMENTS - B

c. Development of and Use of
Administrative Techniques

COMMENTS - A

COMMENTS - B

d. Effectiveness of Teacher Evaluations

COMMENTS - A

COMMENTS - B

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8.

Administrator Evaluation

A. B.

e. Long Range Planning

COMMENTS - A

COMMENTS - B

f. Organizational Ability

COMMENTS - A

COMMENTS - B

g. Ability to Establish and Maintain Rapport with Staff

COMMENTS - A

COMMENTS - B

h. Innovative Ability

A. B.

COMMENTS - A

COMMENTS - B

i. Ability to Work Constructively with Custodial Staff

COMMENTS - A

COMMENTS - B

j. Extracurricular Activity Coordination

COMMENTS - A

COMMENTS -B

k. Expertise as a Curriculum Leader

10.

Administrator Evaluation

A. B.

COMMENTS - A

COMMENTS - B

I recommend that this Administrator be re-hired in this position:

1st Reappointment ____________ 2nd Reappointment ____________

3rd Reappointment and placed on Tenure ____________

Retained on Tenure ____________

________________________________ ____________________
Asst. Superintendent of Schools Date

________________________________ ____________________
Superintendent of Schools Date

I have read the above report and discussed it with the Superintendent of Schools:

________________________________ ____________________
Administrator Date

3/14/75

IMPLEMENTING A PROFESSIONAL DEVELOPMENT AND APPRAISALS PROGRAM

IN THE WESTPORT PUBLIC SCHOOLS
WESTPORT, CONNECTICUT

I. INTRODUCTION

The original PDAP Proposal was written by representatives of the Westport Education Association (WEA) and the Westport Board of Education (BE), hereafter referred to as the "Joint Committee", assisted by the consulting firm of T.D.R. Associates, Inc. This proposal is based on the Joint Committee's experiences in guiding the implementation of the program since 1969.

Membership of the Joint Committee 1974-75

Name	Position	Representing
John Pepe	President, WEA	WEA
Lucille Barrett	Teacher, Staples High School	WEA
Richard Bartelme	Teacher, Saugatuck Elementary School	WEA
Edward Bludnicki	Vice Principal, Bedford Jr. High School	BE
Richard Elliott	Teacher, Coleytown Jr. High School	WEA
George Flynn	Ass't. Superintendent Elem. Education	BE
Sally Grose	Div. Coordinator, Coleytown Jr. High School	BE
Lee Littrell	Headmaster, Staples High School	BE
David Engstrand	PDAP In-House Consultant	

II. GOALS AND RATIONALE OF THE PROFESSIONAL DEVELOPMENT AND APPRAISALS PROGRAM (PDAP)

A. Goals

1. Increased contributions by total professional staff to the development of building, division, department and school system goals and programs.

2. Identification and attainment of goals with supervisory help that will improve the effectiveness of all professional staff as facilitators of learning.

3. Integration of the personal and professional goals of all professional staff with the goals of the building, division, department and school system.

B. Rationale

Professional Development and Appraisals is a program of interaction using a goal-setting approach at all levels of the school system organization. It is aimed at improving the total student learning experience by facilitating the growth and development of groups within the organization and the professional growth and development of each member of the organization.

Professional Development and Appraisals is a process whereby all professional staff, students, parents and Board of Education members participate to collaboratively assess organizational performance and to identify and establish goals for the total school system and each individual school which lead toward the attainment of the Long-Range Goals of the Westport Public Schools (Appendix D).

It is a process whereby individual staff and supervisor use the appropriate Basic Evaluation Criteria (Appendix A, B or C) as a guide to collaboratively assess individual role performance and to mutually establish and work to attain professional development goals which lead to increased effectiveness.

1. Definition of Goals

Personal and professional development of the individual and the organization does not take place in one grand experience. Goals plan for specific experiences. A goal brings good intentions into practice and reality. Realistic goals and objectives are characterized by their appropriateness and achievability within the situational requirements of the specific environment in which they are developed.

2. Mutuality

The PDAP process establishes joint commitments to goals based on mutual agreements. "Mutuality" means the degree to which each individual or group contributes influence in the establishment and priorities of goals which may affect them. Without each putting something in and getting something out, goal setting would not be mutual. Mutuality develops a sense of shared "ownership" or joint commitment to established goals. Mutuality is necessary if people are to establish and work to attain meaningful development goals.[1]

3. "Meshing" of Goals

The PDAP structure is an "open-system" of influence and decision making which provides a "grass roots" channel for individuals and groups from any level of the system to influence the establishment and priorities of goals on any other level of the system. The PDAP structure should necessarily prevent predetermined goals from one level of the system being applied to another level. Reciprocal influence and mutuality promote the "meshing" of goals at the individual, building, department, division and school system levels.[2] An established goal may thus be reflected in various forms on any or all levels of the organization because of the shared "ownership" or joint commitment.

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[1] Studies conducted by Seashore, Georgopoulos, and Tannenbaum, of the Institute for Social Research.

[2] Likert, Rensis. New Patterns of Management, McGraw-Hill Book Company, New York, 1961, pp. 97-118.

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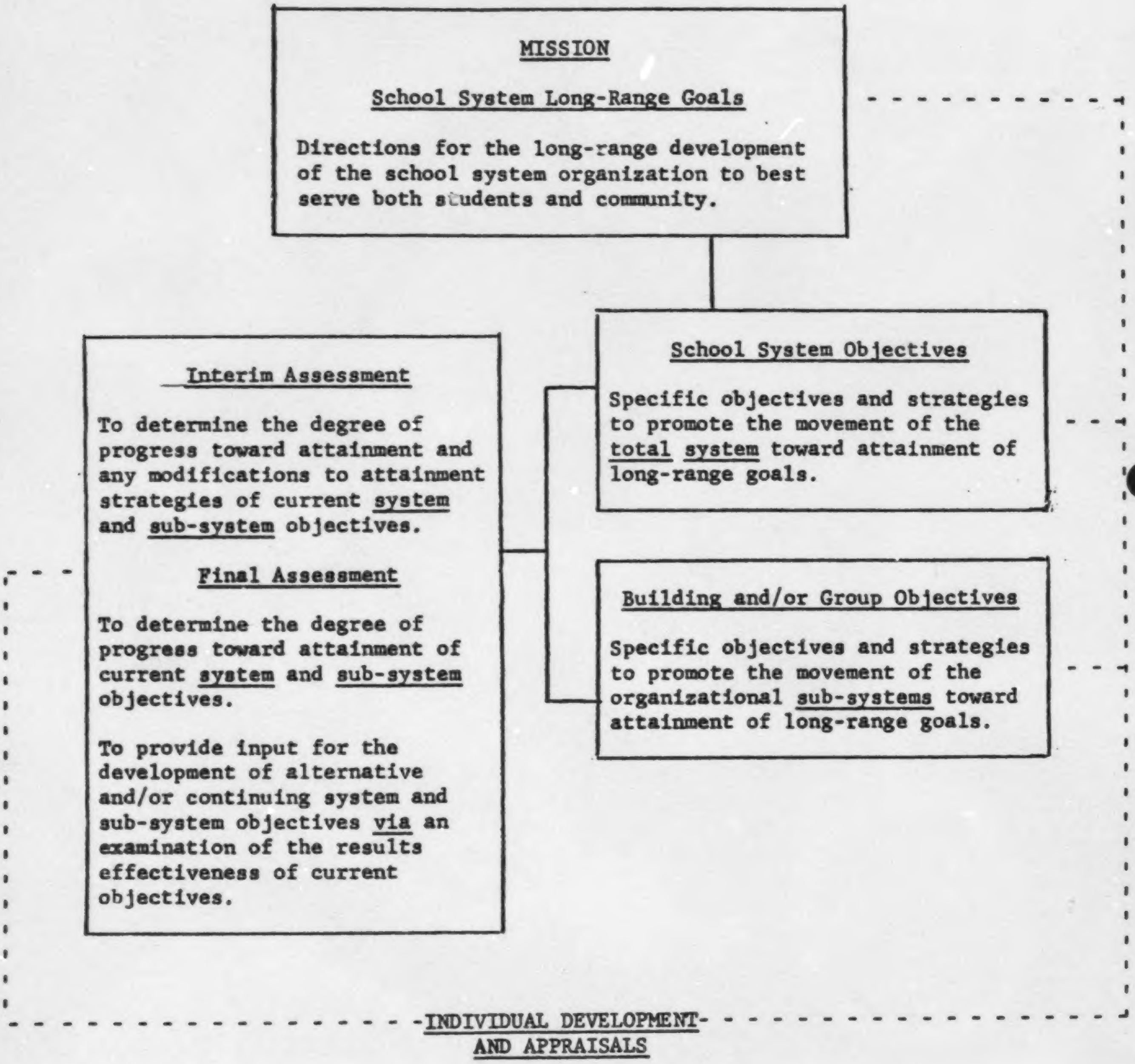
PDAP

ORGANIZATIONAL DEVELOPMENT AND APPRAISALS



MISSION

School System Long-Range Goals

Directions for the long-range development of the school system organization to best serve both students and community.

School System Objectives

Specific objectives and strategies to promote the movement of the total system toward attainment of long-range goals.

Building and/or Group Objectives

Specific objectives and strategies to promote the movement of the organizational sub-systems toward attainment of long-range goals.

Interim Assessment

To determine the degree of progress toward attainment and any modifications to attainment strategies of current system and sub-system objectives.

Final Assessment

To determine the degree of progress toward attainment of current system and sub-system objectives.

To provide input for the development of alternative and/or continuing system and sub-system objectives via an examination of the results effectiveness of current objectives.

INDIVIDUAL DEVELOPMENT AND APPRAISALS

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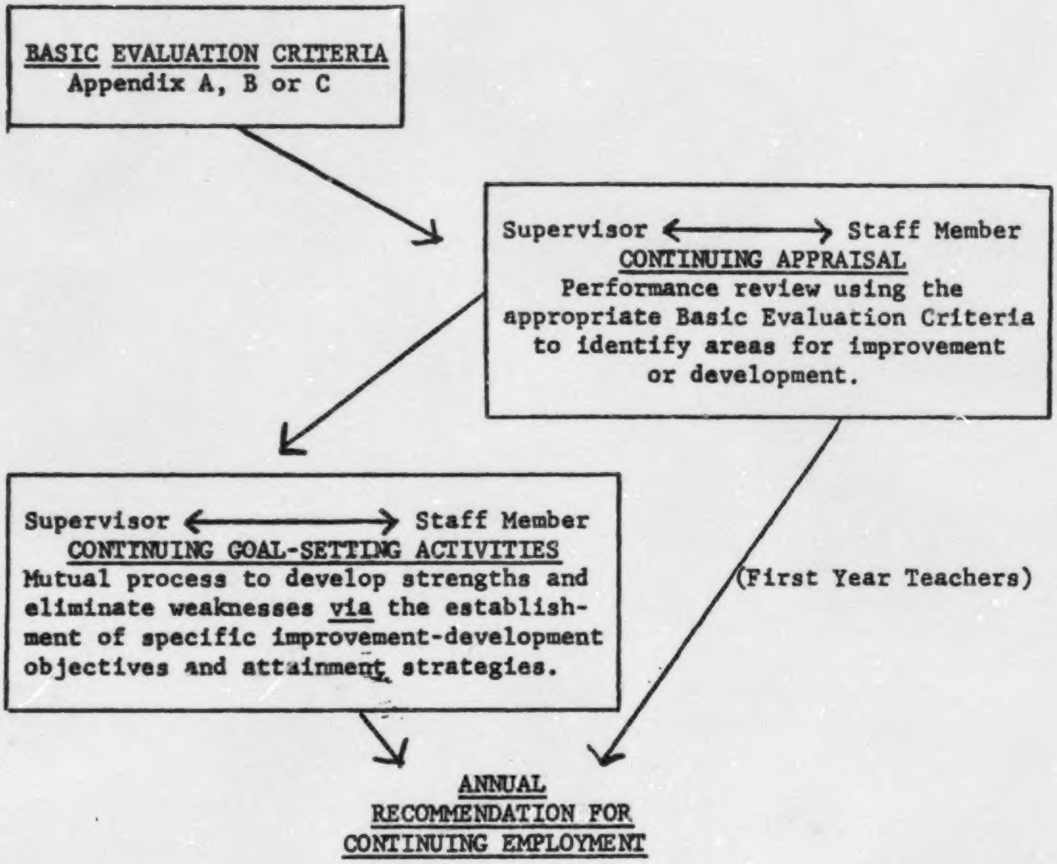
PDAP
*INDIVIDUAL DEVELOPMENT AND APPRAISALS



BASIC EVALUATION CRITERIA
Appendix A, B or C

Supervisor ⟷ Staff Member
CONTINUING APPRAISAL
Performance review using the appropriate Basic Evaluation Criteria to identify areas for improvement or development.

Supervisor ⟷ Staff Member
CONTINUING GOAL-SETTING ACTIVITIES
Mutual process to develop strengths and eliminate weaknesses *via* the establishment of specific improvement-development objectives and attainment strategies.

(First Year Teachers)

ANNUAL RECOMMENDATION FOR CONTINUING EMPLOYMENT

*A systematic and analytical process to identify, establish, monitor progress and evaluate attainment of specific objectives and strategies designed to improve the teaching-learning experience.

4. Biennial Cycle for Organizational Objectives

a. Early Spring

(Early Dismissal)

(1) Workshops are held in all schools for the purpose of conducting a final assessment of progress of current Board of Education (School System) and building objectives and to identify tentative Board of Education (School System) and building objectives for the next two year period 1975-77. (May 7, 1975)

(2) Tentative objectives pertaining to the entire school system are forwarded through the superintendent for presentation to the Board of Education. Tentative building objectives are forwarded to the building principal. (May 14, 1975)

(3) The Board of Education develops tentative objectives for the total school system for the next two year period 1975-77 utilizing input submitted by each individual school.

(4) The Board of Education tentative objectives 1975-77 for the school system are distributed to all professional staff. (May 27, 1975)

b. Spring

(1) Building meetings are held to discuss and recommend any additions or deletions to tentative Board of Education objectives 1975-77. They are then forwarded through the superintendent for presentation to the Board of Education. (June 2 and 6, 1975)

(2) Board of Education objectives for the school system 1975-77 are finalized. (June 16 and 23, 1975)

c. Early Fall

Finalized Board of Education objectives 1975-77 are distributed to all professional staff. (September, 1975)

d. Fall

(Early Dismissal)

Workshops are held in all schools for the purpose of establishing building or division goals for the next two year period 1975-77 utilizing input from May (1975) workshop pertaining to tentative building objectives and finalized Board of Education objectives 1975-77. (October 7, 1975)

e. Early Spring

(Early Dismissal)

Workshops are held in all schools in order to review current progress toward the attainment of Board of Education (School System) and building objectives (1975-77). The content, scope and time-frame of each objective should be reviewed and modified if necessary. If appropriate, the inclusion of new objectives should also be considered. Any modifications, deletions or additions to Board of Education (School System) or building objectives should follow procedures outlined in section II, number 4, a-d. (May 6, 1976)

f. Winter

(Early Dismissal) Workshops are held in all schools to assess current progress toward the attainment of Board of Education (School System) and building objectives (1975-77) and to work on activities related to building objectives. (February, 1977)

g. Early Spring

(Early Dismissal) Biennial organizational objective setting cycle initiated for next two year period 1977-79. (May, 1977) (refer to #4, a.)

III. IMPLEMENTING THE PROGRAM

A. Scope of Involvement

1. Westport Board of Education.

2. All certified staff members of the Westport School System.

B. Procedural Requirements of PDAP

1. Contributions to the Development of Organizational Goals

   a. Released time must be provided twice each year for the purpose of identifying strengths, weaknesses, problems and needs of the building, division, department, and school system, for setting goals on these identified needs, and for assessing progress toward attainment of these goals.

   b. Schools will be closed following a four hour session for each of these meetings.

2. Contributions to Development and Appraisals of Individual Staff Members and Administrators

   a. A PDAP file will be maintained for each professional staff member by the immediate supervisor. This file will contain goal statements and minutes, if taken, of goal-setting, interim or final assessment conferences. In addition, PDAP files for nontenure professional staff will contain records of classroom visitations and minutes of postvisitation conferences.

   All information in PDAP files will be initialed by both staff member and supervisor to acknowledge receipt. Where there are areas of disagreement concerning file information, the staff member may make a written response which will become part of the PDAP file.

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b. A staff member's PDAP file will be forwarded to the new supervisor when the current supervisor leaves or to the new supervisor when a staff member transfers within the school system. At layoff or termination of employment, the PDAP file will be retained by the current supervisor for a minimum of three years.

c. If a staff member or administrator is assigned to a different supervisor, PDAP goals previously negotiated may be renegotiated by mutual agreement.

d. Appraisal for continuing employment will be based on the approriate Basic Evaluation Criteria (Appendix A, B or C) and goal-setting activities.

3. Responsibilities for Development and Appraisals of Individual Staff Members and Administrators

a. Elementary School Level Staff

The building principal is the PDAP supervisor and will initiate all conferences related to PDAP, set goals, make visitations, and send recommendations regarding reappointment to the appropriate assistant superintendent.

b. Junior High Level Staff

(1) Vice principals and division coordinators are the PDAP supervisors in their divisions and will initiate all conferences related to PDAP, set goals, make visitations and send recommendations regarding reappointment or continuing employment to the building principal. If the principal and supervisor agree, the principal will send the recommendation to the assistant superintendent for junior high education. If they disagree, the principal is responsible for a decision after he makes a minimum of three full instructional period visits including follow-up conferences with the staff member in question.

(2) The building principal or his designee is the PDAP supervisor for staff members who are not assigned to a specific division. (see page #8, d. and e.)

c. Senior High Level Staff

(1) Assistant headmasters for curriculum and instruction are th PDAP supervisors for teaching staff in their assigned curriculum areas and will initiate all conferences related to PDAP, set goals, make visitations and send recommendations regarding reappointment or continuing employment through t headmaster for curriculum and instruction to the high schoo principal/assistant superintendent for senior high educati If the supervisor, headmaster and principal do not agree, principal is responsible for a decision after he makes a minimum of three full instructional period visits includi follow-up conferences with the staff member in question.

(2) The building principal or his designee is the PDAP supervisor for staff members who are not assigned to a specif unit. (see page #8, d. and e.) 28

d. Pupil Personnel Services

(1) The building principal, or his designee, is the PDAP supervisor and will, in consultation with the assistant superintendent of P.P.S. or her designee, initiate all conferences related to PDAP, set goals, make visitations and send recommendations regarding reappointment to the appropriate level assistant superintendent.

(2) The assistant superintendent of P.P.S., or her designee, is the PDAP supervisor for members of P.P.S. staff assigned to more than one building, and will, in consultation with and involvement of the principals in those buildings served, initiate all conferences related to PDAP, set goals, make visitations and send recommendations regarding reappointment to the appropriate level assistant superintendent.

e. Staff Assigned to More Than One Building or Level

(1) The PDAP supervisor for all other single level staff members who are assigned to more than one building will be designated by the assistant superintendent at that level.

(2) The PDAP supervisor for all the multi-level staff members will be designated by the assistant superintendents for the levels to which they are assigned.

f. Administrators

(1) The PDAP supervisor for division coordinators is the building principal.

(2) The PDAP supervisor for division coordinators in Pupil Personnel Services is the assistant superintendent for P.P.S.

(3) The PDAP supervisor for assistant headmasters is the assigned headmaster.

(4) The PDAP supervisor for headmasters and vice principals is the building principal.

(5) The PDAP supervisor for building principals is the assistant superintendent for that level.

(6) The PDAP supervisor for assistant superintendents is the superintendent.

C. Operational Procedures for Professional Development and Appraisals of Nontenure Staff

1. First Year in Westport

a. In early October the supervisor, in conference with the staff member, reviews the appropriate basic evaluation criteria (Appendix A or C).

b. Before January 15, the supervisor makes a minimum of three full instructional period visits to the staff member. A follow-up conference must be made available after each visit.

c. In Pupil Personnel Services, both the assistant superintendent for P.P.S., or her designee, and the building principal will make a minimum of three full instructional period visits. A follow-up conference must be made available after each visit.

d. Counselors will have a minimum of three conferences and/or visits with their appropriate PDAP supervisor. A follow-up conference must be made available after each visit.

e. By January 15, the PDAP supervisor sends through the immediate supervisor to the appropriate assistant superintendent a one statement recommendation on reappointment and includes a list of visitation and conference dates.

f. After January 15, goal setting based on the appropriate basic evaluation criteria begins. These should be one year goals or less.

2. Second Year in Westport

a. See #a above.

b. See #b above.

c. See #c above.

d. See #d above.

e. See #e above.

f. After January 15, goal setting based on the appropriate basic evaluation criteria continues. These should be one year goals or less.

3. Third Year in Westport

   a. Prior to December 15, there will be an interim or final assessment conference related to previous goal setting.

   b. By December 15, the PDAP supervisor sends through the immediate supervisor to the appropriate assistant superintendent a one statement recommendation on continuing employment.

   c. After December 15, goal-setting and assessment conferences continue.

D. Operational Procedures for Professional Development and Appraisals of Tenure Staff

1. Tenure Staff Phasing Into the Goal-Setting Process

   a. Tenure staff members are phased into the continuing goal-setting process when they are due for a recommendation concerning continuing employment according to the previous five year cycle.

   b. In October, the PDAP supervisor and staff member review the appropriate Basic Evaluation Criteria (Appendix A or C), and set short or long-range goals related to these criteria if appropriate.

   c. By April 30, an interim or final assessment conference must be held and a one statement recommendation concerning continuing employment including dates of PDAP conferences and/or visits is sent through the immediate supervisor to the appropriate level assistant superintendent by the PDAP supervisor.

2. Tenure Staff Continuing in the Goal-Setting Process

   a. The cycle of goal-setting, attainment activities and assessment conferences continues after a tenure staff member has been phased into the goal-setting process.

   b. An annual one statement recommendation concerning continuing employment for tenure staff phased into the goal-setting process will be sent through the immediate supervisor to the appropriate level assistant superintendent by the PDAP supervisor. This recommendation must include interim or final assessment conference dates.

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E. Operational Procedures for Professional Development and Appraisals of Administrators

1. First Year Administrators

a. In early October, administrators will review the appropriate basic evaluation criteria (Appendix B) with their PDAP supervisor.

b. Before January 15, a minimum of three PDAP conferences and/or visits will be made by the PDAP supervisor. A follow-up conference must be made available after each visit.

c. After January 15, goal setting based on the appropriate basic evaluation criteria begins.

d. By April 30, an interim or final assessment conference is held.

e. By April 30, a one statement recommendation concerning continuing employment and including dates of PDAP conferences is sent to the appropriate level assistant superintendent by the PDAP supervisor.

2. Continuing Administrators

a. In early October, administrators will review the appropriate basic evaluation criteria (Appendix B) and continue the goal setting and conference process with their PDAP supervisors.

b. See #d above.

c. See #e above.

F. Conflict Resolution

1. Supervision

In a Professional Development and Appraisals Program, supervision is defined as a series of supportive relationships. The supervisor does not attempt to play the mutually incompatible roles of authoritative judge and counselor. The supervisor enters into a joint, goal-setting activity with his staff members. Goals are identified that are aimed at improving the role performance of the staff member. Areas of role performance that need improvement are mutually identified and agreed upon. Within the framework of the situational requirements of the organization, goals are established that aim at improving role performance. If openness and trust prevail, both supervisor and staff member develop a stake in a common objective. They recognize that collaboration toward that objective is to their mutual interest, and they share part of the responsibility to attain the goals set. "Supervision" in this sense is synonymous with supportive behavior.

2. Role of a Resource Person

A resource person with particular expertise may be invited, by mutual agreement, to participate in a PDAP conference. His role may be one of providing information, clarification, or other forms of support. The PDAP supervisor will be responsible for initiating the invitation.

3. Conflict

Conflict exists if the staff member or administrator do not reach a mutual agreement with the PDAP supervisor at any stage in the PDAP process. At this point the staff member or administrator must decide whether to use the PDAP conflict resolution procedures (#4 below) or the contractual grievance procedures.

4. Conflict Referrals

If conflict cannot be mutually resolved by the staff member or administrator and the PDAP supervisor on a particular level, the conflict will be referred by either party to the next higher level of supervision for possible resolution. The initiator of the referral has the responsibility of notifying the other party of this referral.

G. Operational Procedures for the Hiring of New Staff Members During the School Year

1. Elementary School Level

At the elementary school level, the candidate will be interviewed by the building principal. The principal sends his recommendations to the assistant superintendent for elementary education.

2. Junior High School Level

At the junior high school level, the candidate will be interviewed by the building principal and the division coordinator. The principal (in consultation with the division coordinator) sends a recommendation to the assistant superintendent for junior high school education.

3. Senior High School Level

At the senior high school level, the candidate will be interviewed by the appropriate assistant headmaster for the candidate's curriculum area, the headmaster for curriculum and instruction and the high school principal/assistant superintendent for senior high school education. The principal/assistant superintendent (in consultation with the headmaster and assistant headmaster) will be responsible for making the recommendation concerning appointment.

4. Pupil Personnel Services

In Pupil Personnel Services, all P.P.S. candidates will be interviewed by the assistant superintendent of P.P.S., or her designee, and the building principal. The assistant superintendent of P.P.S. and the principal will make a joint recommendation to the appropriate level assistant superintendent.

5. Candidates Assigned to More Than One Building or Level

   a. Candidates who are assigned to more than one building will be interviewed by the PDAP supervisor to whom they will be assigned, the headmaster to which they will be assigned (if appropriate) and the building principals. The PDAP supervisor, headmaster (if appropriate) and building principals will make a joint recommendation to the appropriate assistant superintendent who will be responsible for making the recommendation concerning appointment.

   b. In cases where a candidate is assigned to more than one level, a joint recommendation from the appropriate assistant superintendents will be made. In the event the assistant superintendents cannot agree on a recommendation, the superintendent will make the final decision.

H. Training Requirements of PDAP Participants

1. Training Goals for Staff

To achieve acceptable levels of performance for subsequent goal setting in:

a. Selecting realistic goals that are appropriate and achievable.

b. Writing goal statements that are clear, specific and measurable.

c. Defining roles and responsibilities of both staff member and supervisor for goal attainment.

d. Building supportive relationships necessary for successful goal attainment.

e. Establishing procedures for resolving possible conflicts regarding goals.

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2. Training Goals for Supervisors

   a. Consultative/Supervisory/Leadership skills that are supportive to goal attainment for staff members.

   b. Planning efficient time use for themselves and others, e.g., through the development of "event schedules" for specific activities and programs.

   c. Using the PDAP process as facilitator of the supervisor's primary role, rather than as something added on as an extra burden.

   d. Defining and Clarifying relationships for goal setting and goal attaining activities.

   e. Supervisors new to PDAP will invite the in-house consultant to attend a minimum of three PDAP conferences for the purpose of providing individualized training and consultation.

3. Training Schedule

Specific dates, times, and places for training will appear in an Event Schedule, published annually by the Joint Committee and the in-house consultant.

I. Provisions for Released Time to PDAP Participants

Substitute teachers will be hired to provide staff with released time for goal setting, conferences and goal attaining activities.

1. Elementary School Level

Each elementary school will be assigned 45 days of the services of a certified contract teacher or the services of a per diem substitute to be available for released time for PDAP participants.

2. Secondary School Level

At the secondary level, a number of substitute days will be allocated based on the number of people doing goal setting. Additional time may be requested and allocated through the appropriate assistant superintendent for that level.

IV. ROLE OF IN-HOUSE CONSULTANT

An "in-house" consultant will be selected to serve in the Professional Development and Appraisals Program. The immediate PDAP supervisor for the in-house consultant will be designated by the superintendent. The in-house consultant has varied responsibilities related to PDAP. The consultant is involved in the planning and conducting of training workshops in conjunction with the Joint Committee for all staff. The consultant may play a key role in PDAP conferences by sharpening the diagnosis of problems, suggesting alternatives and expert resources, and encouraging those involved to select their own course of action. The consultant will be responsible for providing additional training in the fundamental skills of goal setting and in providing assistance in "team-building" within divisions, departments, or buildings. The consultant will attend a minimum of three goal-setting conferences with supervisors new to PDAP. The consultant works with the Joint Committee in the evaluation of PDAP, in making recommendations for improving or changing PDAP, and in planning and implementing special activities related to PDAP.

V. ROLE OF THE JOINT COMMITTEE

It is proposed that the Joint Committee be continued as a steering committee. It shall consist of eight members with one WEA and one Board of Education nominee from each level (elementary, junior high and senior high) and two nominees at-large (the superintendent or his designee and the WEA president or his designee). Nominees should not be from the same school (except senior high) if possible. The in-house consultant will serve as an ex officio member. The Joint Committee will meet bimonthly to discuss and record their perceptions regarding the merits and/or shortcomings of the program. Interim interpretations of procedures listed in section III (Implementing the Program) exclusive of #I, (Provisions for Released Time) will be made by the Joint Committee and serve as interim policy for implementation.

APPENDIX B

BASIC EVALUATION CRITERIA FOR WESTPORT ADMINISTRATORS

The five major categories listed here are general descriptions of the primary areas of concern regarding effective administration. The basic evaluation criteria within each category are to be used by the administrator and supervisor as a guide in developing a common understanding of effective role performance. It must be recognized that any personnel evaluation, even though it stems from factual data, must, in the final analysis, be subjective. The nub of the matter, therefore, is to focus intelligent, informed and experienced judgment of individual performances in these areas, followed by explicit goal setting that leads toward expanding strengths and eliminating weaknesses.

I. Effectiveness as an Educational Leader*

*"LEADERSHIP": Research has identified at least four major variables known to be involved in leadership: (1) the characteristics of the leader; (2) the attitudes, needs, and other personal characteristics of the leader's staff; (3) the characteristics of the organization, such as its purposes, its structures, its responsiveness to people's needs; (4) social, economic and political milieu. "LEADERSHIP" therefore is not exclusively a property of the individual, but a complex relationship among these variables. In light of these facts, an effective, educational leader:

1. Establishes, implements and attains appropriate educational goals for his unit that are consistent with the needs and characteristics of the pupils and community to be served.

2. Continually catalyzes staff innovation and creativity in evaluating and improving instruction.

3. Works with staff and other administrators toward improving the organizational characteristics, i.e., structures, policies and practices of his unit and of the school system as a whole.

II. Effectiveness as a Staff Supervisor

1. Establishes sufficient openness and trust with his staff members so that ideas and feelings are discussed freely and candidly.

2. Selects, evaluates and retains staff who demonstrate a high degree of competence in their roles.

3. Develops personal and/or professional goals for himself and his building, unit, division, or department and provides opportunity for staff members to influence the determination of these goals. He facilitates mutual understanding as to what these goals are, how they relate to staff effectiveness, and the means to which they are attained.

4. Links the individual and collective efforts of his staff explicitly into the attainment of system goals and goals for his unit.

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APPENDIX A

BASIC EVALUATION CRITERIA FOR TEACHERS IN THE WESTPORT SCHOOL SYSTEM

The four major categories listed here are general descriptions of the primary areas of concern regarding effective teaching. The basic evaluation criteria within each category are to be used by the staff member and supervisor as a guide in developing a common understanding of effective role performance./ It must be recognized that any personnel evaluation, even though it stems from factual data, must, in the final analysis, be subjective. The nub of the matter, therefore, is to focus intelligent, informed and experienced judgment on individual performances in these areas, followed by explicit goal setting that leads toward expanding strengths and eliminating weaknesses.

I. Effectiveness in the Classroom

1. Selects and applies appropriate learning objectives in his grade level or subject area.
2. Presents sequential learning experiences through related short and long range planning.
3. Varies instructional methods and instructional materials to suit the topics and students.
4. Maintains a physical and psychological environment that motivates and facilitates learning.
5. Applies evaluation measures that specify what students have learned, where students understand how they are being evaluated.

II. Effectiveness as a Faculty Member

1. Works cooperatively with staff members toward attaining the goals accepted for that building or department.
2. Applies purposeful dissent to seeking and developing improved learning experiences for students.
3. Complies with school regulations regarding tardiness, meetings and committees, and reports.

III. Effectiveness with Parents and Community

1. Communicates the intent of programs and progress of individual students to parents.
2. Takes appropriate action regarding parents' requests, comments and criticisms.

IV. Effectiveness within the Teaching Profession

1. Takes personal responsibility for individual professional growth.
2. Is informed regarding the aims and activities of professional organizations.

APPENDIX B (continued)

III. Effectiveness as an Administrator

1. Organizes and manages his unit or program (i.e., schedules, budget, maintenance, reports) efficiently and effectively to support instruction.
2. Establishes and meets deadlines.
3. Complies with Board policies and contractual agreements with teachers.

IV. Effectiveness with Parents and Community

1. Communicates the intent of programs, school and Board philosophy.
2. Involves parents in the development of goals for the unit.
3. Takes appropriate action regarding parents' requests, comments and criticisms.

V. Effectiveness within the Profession

1. Takes personal responsibility for individual professional growth.
2. Is informed regarding the aims and activities of professional organizations.

APPENDIX C

BASIC EVALUATION CRITERIA FOR WESTPORT COUNSELORS

The four major categories listed here are general descriptions of the primary areas of concern regarding effective counseling. The basic evaluation criteria within each category are to be used by counselor and supervisor as a guide in developing a common understanding of effective role performance. It must be recognized that any personnel evaluation, even though it stems from factual data, must, in the final analysis, be subjective. The nub of the matter, therefore, is to focus intelligent, informed and experienced judgment on individual performances in these areas, followed by explicit goal setting that leads toward expanding strengths and eliminating weaknesses.

I. With Students

1. Assists in the planning and development of educational programs appropriate to the individual needs of both typical and atypical students.

2. Provides students with the opportunity for appropriate academic and/or personal counseling individually, or in small groups.

3. Selects and administers appropriate individual and group tests and evaluative techniques to assess pupil achievement, ability, and development.

4. Selects and provides students with appropriate guidance information to help them in their personal, educational, and vocational decision making.

II. With Staff

1. Works cooperatively with staff to plan, develop, and implement mutual educational and professional goals to assure that the school appropriately meets the educational, social and developmental needs of students.

2. Participates in and contributes to curriculum research planning and development in terms of learning and child development theory.

3. Plans and develops articulation programs and procedures to help students with transition to new grade levels.

III. With Parents and Community

1. Plans interprets, and communicates the school guidance program.

2. Reviews and reports individual student progress and performance.

APPENDIX C (continued)

3. Selects and provides parents with appropriate information for their use in personal, educational, and vocational planning and decision making for and with their children.

4. Selects and applies appropriate procedures for counseling with parents about their child's individual growth and development.

5. Assists in identifying, planning, and implementing non-school referrals to outside educational, medical, social service, recreational agencies, and resources for individual students.

IV. Within Profession

1. Plans and develops appropriate and responsible programs for individual and departmental professional growth.

2. Is informed of, contributes to, and participates in the aims and activities of relevant professional organizations.

3. Observes and adheres to professional code of ethics.

4. Organizes and manages personal conduct and vocational performance ethically and professionally.

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APPENDIX D

*LONG-RANGE EDUCATIONAL GOALS OF THE WESTPORT PUBLIC SCHOOLS

These goals and their implications for the Westport Public School System are thoroughly detailed and explored in the 1969 Report of the Citizen's Advisory Committee on School Goals as adopted by the Board of Education.

These statements of the 1969 Report are particularly significant in guiding the development of specific school system, building, group or individual goals or objectives toward the improvement of the student learning experience:

SUMMARY OF FINDINGS AND CONCLUSIONS

1. Students should acquire the intellectual skills basic to continuing self-development and further study.

2. Students should develop a capacity for critical thought and analysis.

3. Students should accept responsibility early for their own educational progress so they become adults for whom learning is a natural part of life.

4. Students should learn to practice the principles and qualities of thought needed for democratic citizenship and responsible participation in a multi-racial, multi-cultural society.

5. Students should develop the perspectives, competence and skills needed for living in a world of close international interdependence.

6. Students should be helped to develop a full measure of self-awareness and emotional stability.

7. Students should be given the opportunity for self-realization through the development of their artistic abilities and interests.

8. Students' development should include attention to, and responsibility for, the needs of physical fitness.

9. The central focus of the Westport school should be on the special needs and abilities of the individual student.

10. Our schools should seek to enhance the relevance and purpose of education.

11. Our school system should develop an effective program of innovation and evaluation, designed to search out and test improved means of achieving maximum educational impact.

13. Our schools should become year-round educational centers for the whole community.

14. Our school system should develop more fully its role in a regional educational community.

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*From the 1969 Citizen's Advisory Report on School Goals

PROFESSIONAL DEVELOPMENT AND APPRAISALS PROGRAM
Goal Activities Record Form

To be completed when goal is set:

Staff member's name ____________________ School ____________________
Staff member's position ____________________ Supervisor's name ____________________
Date that goal was set ____________________ Approximate date of final assessment conference ____________________
Estimate of time span for goal attainment ____________________

I. GOAL STATEMENT (What is the specific outcome we desire and what is the target date for its attainment?):

A. MEANS OR STRATEGIES OF ATTAINING GOAL (What activities or strategies will we plan to produce the desired specific outcome, who will undertake them and what are the target dates for completion?):

B. MEANS OF ASSESSING ATTAINMENT OF GOAL (How will we determine if the desired specific outcome has been attained?):

II. ROLE OF STAFF MEMBER FOR GOAL ATTAINMENT (Completion not necessary if clearly stated above.):

III. ROLE OF SUPERVISOR FOR GOAL ATTAINMENT (Completion not necessary if clearly stated above.):

To be signed at time goal is set:

Staff member's Signature ____________ Date ____________ Supervisor's Signature ____________ Date ____________

*All information in PDAP files will be initialed by both staff member and supervisor to acknowledge receipt. Where there are areas of disagreement concerning file information, the staff member may make a written response which will become part of the PDAP file.
*CONFLICT Resoluation - Refer to p. 12 of PDAP Agreement July 1976.

***Use & attach additional paper if necessary.
DE/rev.11/24/76